

Should the emergence of English as a lingua-franca, inform the development of an ELT teacher training course?

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## Chapter One: Introduction

New media, the internet and ease of travel in the 21<sup>st</sup> century constantly reminds us that we are living in a global village. These technologies are bringing global communities together creating the need for a common means of communication. As the English language is now the most commonly taught and spoken second language worldwide it has become a global Lingua Franca of choice. English as a global language is the;

*“The dominant international language of the 21st century”.*

(British Council, 2013)

This paper will outline the importance of educating language teachers about English as a Lingua Franca. English is now;

*“Spoken at a useful level by some 1.75 billion people – a quarter of the world’s population”.*

(British Council, 2013)

The English Language Teaching (ELT) industry is an important part of the global economy. It was estimated to be worth \$82.6 billion globally in 2011 (Adkins, S. 2012 P3). Learners from across the globe want to learn English to access global;

*“Communications, science, information technology, business, entertainment and diplomacy”.*

(British Council, 2013)

But this raises the question, what type of English should we be teaching? Who should be setting the norms of language use? This is a Dissertation by practice. The purpose of this research is to establish if;

*The emergence of English as a Lingua Franca should inform the development of an ELT teacher training course?*

In this paper the author will consider the impact of English as a global Lingua Franca. The author will establish how English as a Lingua Franca can inform ELT teacher training. The Research will identify which elements of English as a Lingua Franca English Language teaching (ELT) professionals need to be cognisant of.

Applied linguistics no longer advocate one single pedagogical approach language learning (Richards, J.C. & Rodgers, T.S. 2001). Rather ELT educators are tasked with identifying learner needs and choosing the most appropriate pedagogical approach. Tailoring language teaching to specific learner needs requires extensive professional development and support for ELT professionals. The author’s research will identify if an understanding of Global English should be part of this professional development.

In chapter two, the author will evaluate the key applied linguistic concepts outlined above. These will help to frame the primary research. This primary research will be supplemented with an input

from Industry Experts working in the ELT field to help the author identify academic and pedagogical best practice. These unstructured qualitative interviews with Industry Experts will establish clearly if a real gap exists in the professional development of ELT professionals working in Ireland. In Appendix 1.1 a glossary outlines all key terms.

In chapter four the author will outline the research methodology and ethical considerations which framed the primary research. The field research will focus on, how, when and why International students use English. This will help the author identify if a gap exists in current ELT training. The interviewees will be asked to create a timeline that outlines key moments in the pedagogical development in the lives of international learners studying in Dublin. The author will ask questions that highlight challenges that they have faced as language learners and supports they have used in the classroom and their wider lives.

In the following chapter the author will outline how an artefact was developed based on these research conclusions. The artefact will focus on the professional development of ELT professionals. The discussion chapter will outline the context in which the paper was written. It will also outline the limitations of the research will be outlined in this section along with areas that require further research.

## Chapter Two: Evidence of Research - Literature

### 2.1. Definition of Terms

The author has decided to define three key terms, Language literacy, ELT and Lingua Franca, as these concepts will frame this research paper.

Language is an integral component of communication. Dominant modern ideologies conceive language as;

*“An entity with clear boundaries, typically overlapping with geographical or social boundaries, and with an autonomous structure, uniquely definable through a fixed set of formal features”.*

(Park, J.S. & Wee, L. 2011)

However, there is a growing recognition that language should not be seen as a pre-given system (Pennycook, A. 2009).

Language does not exist apart from what we do; we do not simply put language into practice, but language is practice itself. It is a social tool used to construct our social world.

Language and literacy has traditionally been viewed through a deficit lens;

*“As a set of skills to be taught”.*

(Walker, R. 2010)

Students were treated as empty vessels that needed to be filled (Freire, P. 1979). However, in globalised knowledge economies;

*“Literacy and language need to be seen in use and be approached as a set of social practices”.*

(Barton, D. & Hodge, R. 2007)

This view takes literacy;

*“Beyond a restricting range of skills, into the use of language and literacy across people’s wider lives”.*

(Timmis, et al. 2013)

New Media is also disrupting the types of literacy students require. ELT teachers need to react to these changes. Educators cannot predict the future, but they can use a range of Pedagogical tools, to prepare students who are able to adapt to what may come next.

A new type of English is developing within global virtual communities. Digital inhabitants are self-taught code-switchers who easily move between two or more presentations of written language. As Maryanne Wolf points out;

*“The analytical, inferential, perspective-taking reading brain with all its capacity for human consciousness and the nimble, multifunctional, multimodal, information-integrative capacities of a digital mind-set do not need to inhabit exclusive realms”.*

(Wolf, M.P. 2008)



Unlike previous generations, our students do not have to physically visit a College Library. Learners can now access the information accessible 24 hours a day on mobile devices. Educators must realign themselves to this new reality. But this is not a new phenomenon. Plato waded in to the debate as early as the Fifth Century BCE;

*“Thanks to you -and your invention (books), your pupils will be widely read without benefit of a teacher’s instruction; in consequence, they’ll entertain the delusion that they have wide knowledge, while they are, in fact, for the most part incapable of real judgement”.*

(Plato, 5<sup>th</sup> century BCE)

Multi-layered bureaucratic hierarchies that shaped Industrial societies have given way to flatter networked structures. English is often the default language within these globalised organisations (Gerritsen, M. & Nickerson, C. 2009). This has repositioned English as a language globally.

English Language teaching (ELT) has replaced the older term Teaching English as a Foreign Language (TEFL). This change has come about because English position within globalised society has evolved. English is no longer taught as a foreign language but as a global Lingua Franca.

This has been described as English as a Lingua Franca, or ELF as it is generally known for short. While other global languages exist, no other language is used as the default form of international communication.

In the ELF perspective, non-native English speakers use their multilingual and multicultural resources to communicate in unique and original forms. These forms are not dictated by Native speaker norms. This is a paradigm shift away from the traditional EFL perspective.

ELF is a relatively new term. It has developed as the use of English has expanded beyond its original core of Native speakers. Kachru’s three circles model of English Worldwide clearly shows the sociolinguistic reach of English as a Global Language;

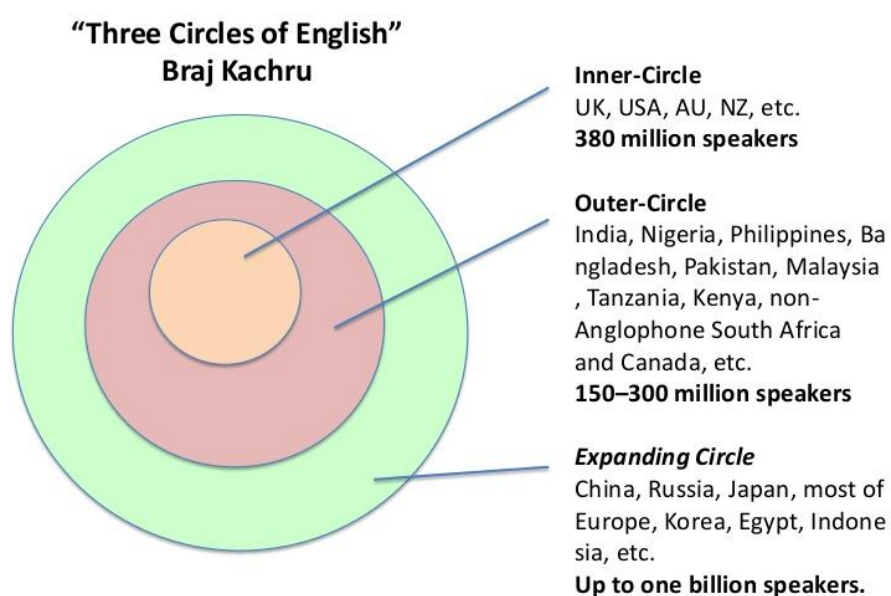


Figure 1.1 Kachru’s three circles model of English Worldwide

Lingua Franca has been defined as;

*“An additionally acquired language system which serves as a common means of communication for speakers of different first languages”.*

(VOICE, 2013)

This definition highlights the fact that “while native English speakers are not excluded from ELF” (Jenkins, J 2013), they don’t hold a special status, normally bestowed on them as norm providers. Increasingly, English is spoken without the presence of native speakers. Graddol who has analysed how Native Speakers presence intimidates non-native speaker, observes that;

*“Increasingly, the problem may be that few native speakers belong to the community of practice which is developing amongst Lingua Franca users”.*

(Graddol, D. 2006)

The author would like to make it clear from the outset that ELF and English as a Foreign Language (EFL) are distinct. Jennifer Jenkins summarised the differences as follows:

• ELF belongs to the global Englishes paradigm
• ELF takes a difference perspective as contrasted with the deficit perspective of EFL.
• ELF’s metaphors are of language contact and evolution, whereas EFL’s metaphors are of interference and fossilization
• ELF sees code-mixing and code-switching as bilinguals’ pragmatic strategies, while EFL sees them as evidence of gaps in knowledge

(Jenkins, J. 2013)

Globalisation is one of the key drivers of the spread of English. The adoption of Global Languages upsets existing power-balances within a society, marginalising indigenous languages an integral part of cultural expression.

*“ELF is seen as non-controversial and is taken for granted by many professionals working internationally”*

(Jenkins, J. 2013)

As English becomes a global language it not only disrupting non-native cultures it is also disengaging itself from the native speaker culture that gave it birth. ELF has emerged from interactions that often don’t involve any native speakers.

In practice ELF it is a different kind of English with distinct norms and standards. For example in multinational organisations where English has become the official corporate language,

*“Participants have observed that meetings sometimes go more smoothly when no native speakers are present”.*

(Walker, R. 2010)

This highlights how the ownership of English has moved away from the core. The power of English in the 21<sup>st</sup> century is its ability to create links between distinct communities.

However, some sociolinguists view Lingua Franca as an;

*“Inferior variety of English”*

(Jenkins, J. 2012 PP1).

This is a socio-centric view which priorities native speaker norms. However, this view fails to recognise that native English speakers are now the minority in the use of English in our globalised society.

The systematic use of distinct forms in ELF interactions, bring to the fore time and again the question of what is Good English? Greenbaum contrasted “good English” with “correct English” as follows;

*“Good English is sometimes equated with correct English, but the two concepts should be differentiated. Correct English is conformity to the norms of the standard (native) language. Good English is good use of the resources available in the language”.*

(Greenbaum, S & Nelson, G. 1996 PP17)

Drawing a clear distinction between correct English and good English as suggested above Björkman suggests that “good English” is determined more and more by reference “to non-native speaker norms” (Björkman, B 2013).

As a global use of English has expanded so too has the influences and nuances of distinct cultures created a wide range of ELF forms and norms. To understand English as a Lingua Franca academics need to re-conceptualise concepts such as “*language variety*” and “*speech community*” in line with the changes that globalisation has caused.

The following section will focus on the pedagogy of language learning. It will highlight how globalisation is reshaping language acquisition and language education.

## 2.3 The Pedagogy of Language Learning

Course Developers must be cognisant of how languages are learned. Rod Ellis defines Second Language Acquisition as;

*“The way in which people learn a language other than their mother tongue, inside or outside of a classroom”*

(Ellis, R. 1997, pP3).

This definition focuses on the classroom as the centre of learning activity. Of course, “The way” has long been a point of contention;

*“As long as languages have been taught people have argued about the best way of doing it, and how to help students to learn more effectively”.*

(Harmer, J. 2007 PP48)

While there is no one commonly held theory explaining second language acquisition (SLA), all theories do attempt to explain the ability of humans to acquire language within social and instructional environments (Coleman, JA & Klapper, J 2004).

The key theories are briefly outlined in the following table;

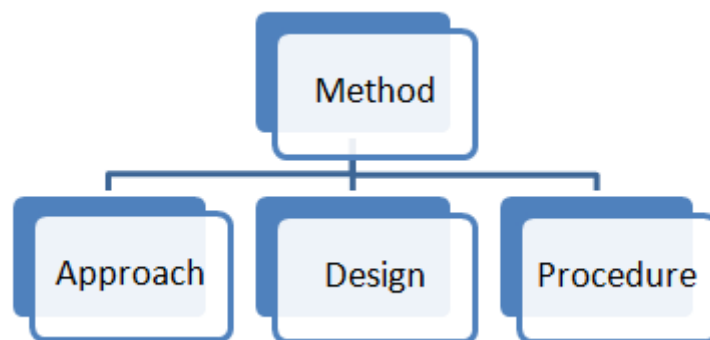
Theory Name	Popular	Brief Explanation	Relevant Theorists	Linked with
<b>Behaviourism</b>	1940-1970	Learning is habit forming as a result of stimulus response conditioning.	Sampson	
<b>Nativism</b>	1970s	There is a language module in the brain which enables us to learn languages.	Chomsky Pinker	
<b>Krashen's Model</b>	1980s – present	SLA requires natural communication and interaction focusing on meaning and understanding rather than form.	Krashen	Nativism Socioculturalism
<b>Cognitivism</b>	1990s - present	There is not a specific language module in the brain and second language learning is a conscious and reasoned thinking process with deliberate learning strategies.	Vygotsky	Behaviourism Connectionism Socioculturalism
<b>Connectionism</b>	2000s – present	Learners build up knowledge through exposure to linguistic cues which strengthen neuron connections.	Ellis	Behaviourism Cognitivism
<b>Noticing</b>	2000s – present	Learners only begin to acquire a language when they are aware of its input and notice ways in which structures differ between first and second languages.	Schmidt	Cognitivism
<b>Constructivism</b>	2000s-present	Learning is social and interactive. It should involve two-way communication, build on prior knowledge, be interesting, be challenging, practical and involve action, experience and reflection.	Dewey Vygotsky	Behaviourism Socioculturalism Cognitivism
<b>Socio-culturalism</b>	2000s – present	All cognitive development is as a result of social interaction – learning is first socially mediated then internalised.	Vygotsky	Behaviourism Constructivism
<b>Scaffolding Theory</b>	2000s – present	A learner reaches greater learning with an expert in support with timely interventions than they could without.	Bruner Ross	Socioculturalism
<b>Visible Learning</b>	2000s – present	Learning is dependent on the teacher and requires goal setting, active participation, context, support, practice, challenging activities and continuous visual feedback.	Hattie	Cognitivism– Socioculturalism

(Dewey, 2011; Hattie, 2009; Rau, et al, 2008; Lightbown and Spada, 2006; Schmidt, 2001; Sampson, 1997; Ellis, 1997; Pinker, 1995; Vygotsky, 1965, 1981; Chomsky, 1959)

In the *Twentieth century*, the wide array of *abstract theory outlined above were used to formulate methodologies which outlined practical techniques* were advocated. These are summarised in the following graphic;



These methods were often advocated as the only effective methodology. The methods outlined above can be broken down in the following framework;



(Richards J.C. & Rodgers, T.S. 2001)

These abstract theory and practical techniques have been advocated and challenged by different academics, falling in and out of academic favour. These methodologies were often presented as the only way to teach Second languages. This unreasonable academic stance of “the only way” often left these methodologies open to criticism even though elements of these methodologies were pedagogically effective. As Harmer points out;

*“Although (these methods) may not be used much anymore - certainly not as they were originally envisaged - still some of the techniques they included have been incorporated into modern teaching practice”.*

(Harmer, J. 2007 PP48)

One of the earliest historic methodologies was “The Grammar-translation method” which emerged in Germany around the 1780s.

The methodology was simple the teacher presented language learners with grammar rules and word lists, and then gave them translation exercises in which they had to make use of the same rules and words. The weakness of this method lay in the total concentration on grammar-translation. The

exercises were academic in nature and isolated the learners from natural language input. This meant that students didn't have a chance to activate their language knowledge.

*"The danger with Grammar- translation, in other words, is that it teaches people about language but doesn't really help them to communicate effectively with it".*

(Harmer, J. 2007 PP49)

However Grammar-translation still has relevance today. Educators must also be cognisant that most language learners translate from their first language.

*"We can learn a lot about a foreign language by comparing parts of it with parts of our own mother tongue".*

(Harmer, J. 2007 PP48)

A person's first language is a natural point of reference. Educators can use this existing knowledge as a resource to highlight linguistic differences between languages.

In the 1930's academics started to reassess this pedagogical stance of focusing on lexical structures. Noting that children learn to speak languages naturally without first learning grammatical structures advocates of the Direct method believed that this could be replicated in the language classroom. (Berlitz, M.D. 1887).

The Direct method followed the following procedures;

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught
3. Oral communication skills were built up in carefully graded progression organized around question-and-answer exchanges between teachers in small intensive classes.
4. Grammar was taught inductively
5. New teaching points were introduced orally
6. Concrete vocabulary was taught by association of ideas
7. Both speech and listening comprehension were taught
8. Correct pronunciation and grammar were emphasised

(Freeman, D.L 2008 & Richards J.C and Rodgers T.S, 2001)

The Direct Method was an interesting departure of what had come before. It represented the first attempt to develop a methodology that focused on communication (Diller, K. C 1978). The Direct method is still used today but it is often criticised because it overemphasises and distorts the similarities between naturalistic first language learning and language classroom. Its pedagogical principles were based on intuition rather than a rigorous application of applied linguistic theory.

The application of the Direct method was quite successful in private language schools, such as those of the Berlitz chain (Richards J.C. & Rodgers, T.S. 2001 PP12). Private providers have dominated the delivery of Language since this point. Academics working in universities in the field of Applied Linguistics however have traditionally distanced themselves from free market educators.

The direct method was still a step forward from Grammar translation. The next methodology was based on advances in psychology and technology. The audio-lingual was based on the principles of behaviourism. Behaviourism had a powerful influence on second and foreign language teaching, especially in North American, between the 1940's and the 1970's (Lightbrown, P.M. and Spada, N. 2006)

Nelson Brooks (1960) and Robert Lado (1964) were two of the leading academics that shaped the development and delivery of Auto-lingualism. Its pedagogical emphasis was on grammatical patterns. Students were passive while teacher talking time was maximised. Target language was drilled repeatedly with correct usage encouraged in line with the behaviourist conditioning view of learning.

*"It capitalised on the suggestion that if we describe the grammatical patterns of English, we can have students repeat and learn them".*

(Harmer J, 2007 PP49)

It has been shown that learners often internalize rote-learned material as chunks (Ellis, R 1984 & Myles, F. Mitchell, R. Hooper, J. 1999). However Audio-lingualism hindered the learning process because students were encouraged to mimic, not develop upon the language they were exposed to.

Drilling and coral work still has its place within the pedagogical toolbox of the ELT professional teacher talking time is now curtailed and the language learner is no-longer a passive participant of the learning experience.

Communicative Language teaching (CLT) emerged in the 1970s as reaction to the rigidity of the drill-type methodology that characterised Audio-lingualism. The communicative method focused on bringing the real messy world into the classroom (Harmer, J 1984). CLT focuses on creating social contexts within the classroom in which learners focus on successfully completing tasks with the support of peers. As Ellis points out;

*"When we learn a language naturalistically, we do so by focusing primarily on what we want to say (i.e., meaning) rather than on how we say it (i.e., form)*

(Ellis, R. 2008)

CLT lessons pedagogical focus therefore is based on effective communication rather than specific linguistic teaching points. As Long (1996) and Prabhu (1987), have argued;

*"Only when learners are engaged in decoding and encoding messages in the context of actual acts of communication are the conditions created for acquisition to take place".*

CLT classes are often based on the principles of task based learning. The pedagogical principle of task-based teaching is that the;

*"Teacher and students both function as communicators and view the second language as a tool for communicating rather than as an object to be analysed and studied".*

(Ellis, R. 2008)

As Harmer has noted, allowing students *"try out real language"* allowed for the humanising of what had been *"too rigidly controlled"* (Harmer, J. 2007)

All of these methodologies outlined above have come in and out of academic fashion. With the maturing of the field of Applied Linguistics academics have become less dogmatic.

Current language teaching rejects the hard adherence to one method. Rather a *“Judicious blend of ideas and elements”* (Harmer, J. 2007 PP51) is now encouraged. The direct method can be equated to working in a McDonalds where all tasks are prescribed by experts whereas the contemporary language classroom is like a Michelin star restaurant, where pedagogical elements are selected based on specific learner needs. According to Harmer, such eclecticism is a proper response to the competing claims of the various historical methods. However Harmer also cautions against adopting a careless attitude, highlighting that;

*“Danger of eclecticism is anything goes. Our lessons can become a disorganised ragbag of different activities with no obvious coherence or philosophy to underpin them”.*

(Harmer J, 2007 PP51)

Methodological rigidity must therefore be replaced with a principled eclecticism, with an underlying philosophy and structure. Educators therefore need to be trained to understand the complexities of matching learner needs to a range of pedagogical tools. This methodology must be based on a clear understanding of how learners learn languages.

## 2.4 Language acquisition

Educators to teach language effectively must understand how and why learners engage with language acquisition. A number of theoretical frameworks have tried to explain how and why learners engage with language acquisition.

These theories can be broken down into two approaches:

- The cognitive approach coming from a psychological perspective
- The socio-cultural theory which has both a psychological and sociological dimension

These approaches have developed in tandem with the growth of psychological theories and understanding of how learners learn and stay motivated.

### 2.4 Cognitive approach

A cognitive approach to language and literacy development focuses on what happens inside the learner's mind. A cognitive approach to second language acquisition sees the mind as an object, which constructs knowledge.

Analysis is concentrated on how inputs become output. Theorists such as Segalowitz (2003) have developed information-processing models. These models suggest that second language acquisition is a gradual process.

Learners slowly build up lexical knowledge until they can produce spontaneous speech.

*“A connectionist viewpoint emphasises the connections learners make between words, which co-occur, gradually building up knowledge of chunks of language”.*

(Ellis R, 2005)



The learner is active in the cognitive approach. Learners recognise inputs and focus their attention on this new information. Once the learner understands the input, it is stored by the learner either as implicit knowledge or explicit knowledge. Finally in the output phase learners try out language that has been stored as intake (Swain 1985).

## 2.5 Socio-cultural perspective

The Socio-cultural perspective focuses on the social dimensions which influence learner's language learning. Russian psychologist Lev Vygotsky (1896-1934) pioneering work was instrumental in the development of socio-cultural theory. For Vygotsky (1978) human interaction was central to the development of cognitive abilities such as thought, language and reasoning. Within the social constructivism framework, learners construct new knowledge through social interaction.

Kozulin (1998) observes that the concept of psychological tools is a cornerstone of Vygotsky's theory of cognitive development. These psychological tools—chief among them, language—allow humans to;

*“Master psychological functions like memory, perception, and attention in ways appropriate to our cultures”*

(Kozulin, A. 1998).

In the socio-cultural framework language acquisition takes place in the Zone of Proximal Development;

*“The ZPD defines these functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state”*

(Vygotsky, L. 1978, PP86).

Scaffolding allows the language learner practice skills and fine tune them based on feedback provided by educators and peers such as proficient speakers (Donato, R. 1994). This period of scaffolding allows the learner or teacher becomes an opportunity for the learner to move towards self-regulation.

*“Teachers are the most frequently cited motivational influence mentioned by learners in Shoaib and Dörnyei's (2005) study of lifelong language learning”.*

(Lamb, M. Wendell, M. 2013)

Learning a language gives us the keys to open up a new world but it also disrupts a student's identity.

*“Language learning affects a persons' social being”, as “language is used to convey this identity to other people”*

(Dörnyei, Z. 2001).

The social interactions within the classroom and wider learning environment can exert both positive and negative forces on ongoing student behaviours.

*“The classroom is one of societies’ most powerful social arenas. Learners have some of the key developmental experiences within education. Education allows learners establish friendships, falling in love, and experimenting with increasingly elaborate personal identities”.*

(Boekaerts, M. 1998).

The learning space is an integral part of language acquisition. In practice, either students’ and teachers’ can have bad days, leading to negative behaviours which de-energise’ those around them.

*“Collective motivation can all too easily become collective de-motivation, boredom, or at the far end of the spectrum, collective dissatisfaction or rebellion, often in the form of classroom counter-cultures defined by rejection of educational aims and values.*

(Dörnyei, Z. 2001)

This difference has been used to explain the difference in performance between public schools and private language schools.

Teaching Language therefore involves far more than simply teaching a new lexical system, when learning a language students must adopt a new identity and disrupt their existing norms and cultural perspectives.

Language and Communication forms a cornerstone of identity;

*“Only through communication can human life hold meaning. The teachers thinking is authenticated only by the authenticity of the students thinking. The teacher cannot think for her students, nor can she impose her thought on them. Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication”.*

(Friere, P. 1970)

The socio-Cultural understanding of language acquisition explains how language learners develop appropriate cultural norms which allow for successful communication to actors from a particular culture and society. The primary research in this paper will focus on the socio cultural of language acquisition.

## 2.6 National and International level

English as a second language has grown in importance since the 1990's. The arrival of children and adults of foreign origin, who are speakers of other languages, has put pressure on educators and society at large to integrate these new arrivals.

In Third Level Education the recruitment of international students has made Irish campuses more multi-lingual and multicultural. The raise of mobility within Higher Education is one of the greatest opportunities the 21<sup>st</sup> century presents. However, it also raises difficulties for Universities whose structures are built to resist change.

An effective internationalisation strategy requires a holistic approach, however the HEA has expressed concern that;

*"Some institutions have demonstrated too narrow a focus on increasing the numbers of international students without taking sufficient account of the wider benefits of internationalisation"*

(HEA, 2014)

This narrow focus to Internationalisation is not unusual, or particular to Ireland;

*"Many of the world's universities especially but not exclusively in Europe (including the UK) and Asia, consider themselves to be deeply international, often proclaiming their international/global 'credentials' in their promotional literature".*

(Jenkins, J. 2013)

Higher Level institutions have been eager to present themselves as global;

*"They are in essence deeply national at the linguistic level".*

(Jenkins, J. 2013)

Currently International Students who wish to participate in Higher Education the UK and Ireland are expected to master an "English" based on the norms and standards of native speaker usage. This narrowly defined "English" doesn't reflect the expansion of English as Graddol points out;

*"English as we have known it, and have taught it in the past as a foreign language" has evolved into "a new phenomenon"*

(Graddol, D. 2006 & Jenkins, J. 2012)

Within International academic communities whose ranks are filled with non-native English Speakers high academic standards are essential to compete globally however the demand that these same groups use native-like English is increasingly suspect. Regrettably;

*"Little sign that those who are responsible for university language policy are aware of developments in academic ELF".*

(Jenkins, J. 2013)

The evidence of research with Industry experts in the next section will contextualise the concepts reviewed above. The expert's professional view of the ELT sector in Ireland and the challenges that International learners face, adjusting to a new cultural and linguistic environment, will be identified and discussed.

## Chapter Three: Evidence of Research - Expert Advice

### 3.1 Applied Linguistic Experts

Interviews were held with ELT Industry experts. To establish a range of opinions the author interviewed a university professor, a Director of studies in a Third level institution and a Director of studies working in Private Language College.

The following themes emerged;

- Government Strategy for ELT market
- ELT recognition as a profession
- The importance of Lingua Franca

### 3.2 Government Strategy for ELT market

These interviews began with questions related to the Government's strategy for the ELT Market.

The expert from the Third Level Institution acknowledged that there was a strategy until;

*“A lot schools started to fold”.*

After this, the strategy became one of damage limitation;

*“The strategy became more determined by preventing that collapse and preventing the image of Ireland being tarnished abroad”.*

The Director of Studies from The Private College, felt that while;

*“There is a strategy”, “and I think that we've seen evidence of a strategy”,*

She expressed concern that the;

*“Strategy isn't very explicit or clear”,*

As a professional in the field, the strategy wasn't clear in regard *“to language schools”*, or how it would be *“implemented”*.

The professor from University wasn't aware of a;

*“Highly-visible strategy from the Irish government”.*

He pointed out that the UK strategy was more defined with;

*“The British Council in the UK”.*

Government strategy for ELT teacher development is an area that could be improved.

### 3.3 ELT recognition as a profession

The expert from the Third Level Institution noted the casual nature of ELT teaching;

*“There is the perception”, that “summer teaching is something that someone can pick up”.*

He saw ELT as a vehicle for young people to;

*“See a bit of the world, get some money for it while your young”.*

He acknowledged that;

*“The perception is that language teaching is poorly paid”.*

The Director of Studies from The Private College echoed this view;

*“Oh, you just do TEFL”.*

However, when she outlined the professional work she did in the ELT sector;

*“People”, were “generally very impressed by it”.*

The professor from University felt that the “Accreditation system” was important for the professional recognition of the sector. However, he was sceptical of the impact this had “in the wider community” with the entrenched perception that ELT; *“is just something you fall into”.*

He also highlighted that untrained and unqualified educators undermine the profession.

As the professor from University highlighted;

*“There is at Gap there... I don't think universities or higher education institutes really communicate a lot with what's going on in the private sector”*

He went onto elaborate that;

*“I think there is really a lack of connections between them*

Higher Education institutions have no formalised links to support ELT educators working in Private Language colleges. The Director of studies from the Private College agreed with this view;

*“No, in general I don't think there's a lot of crossover”.*

She went on to state that;

*“I think that there could be more”*

This clearly indicated that ELT educators required more professional support and development. ELT in Ireland is not currently recognised as a profession. No professional body supports the development of ELT professionals.

### 3.4 Importance of Lingua Franca

The expert from The Third Level Institution noted that;

*"Increasingly students are going to be using English" "with a wide variety of speakers many of whom won't be native speakers"*

The Director of Studies from The Private College on the other hand noted that while;

*"People tend not to focus on Lingua Franca".*

That the global use of English;

*"Is an interesting area that should be developed"*

She felt that it doesn't

*"Exist a lot in current courses".*

It's the type of English students who come to Ireland

*"Are going to use for the rest of their lives"*

She gave the example of Brazilians who;

*"Will be back home in Brazil working in an international company" "the meetings are conducted in English but nobody is a native speaker"*

The University professor echoed this point;

*"Particularly because we're in Europe", "I know a German student will be using" English as a LF "with their Italian or Swiss counterparts whether in business or something else"*

With his university students he emphasized that;

*"Students needs are central"*

As English continues to grow beyond its original core the importance of understanding Lingua Franca will increase to meet these learner needs.

### 3.7.6 Summary of Findings

From these interviews the author identified the need for greater support for ELT educators. As the professor from the University highlighted;

*"There is at Gap there I don't think universities or higher education institutes really communicate a lot with what's going on in the private sector"*

A course could be developed that bridges this gap creating a connection between higher level education providers and the ELT sector. The Director of studies from the Private College also

highlighted that little non-governmental support exists in Ireland. When asked if ELT teachers received sufficient support, she categorically said

*"No I don't".*

She elaborated further stating that;

*"I think there's very little with regards training, I mean if you think about the British Council, what they do, in the UK they generate materials, they generate cultural materials, they have a lot of training days", "Ireland, has nothing in comparison".*

Lingua Franca was shown to be an important consideration in the lives of students. The experts also highlighted that this pedagogical area wasn't something that current courses focused on.

The primary research in the next section is focused on how international learners in Ireland have learnt how to speak English both in traditional and non-traditional environments. Their view of third level education in Ireland and the challenges they have faced adjusting to a new cultural and linguistic environment will be identified and discussed.

The learner's personal views of language learning education in Ireland and the challenges they have faced adjusting to a new cultural and linguistic environment is the focus of this research.



## Chapter Four: Field Research

### 4.1 Research Methodology

In this section the author will review the research methodology that guided this research paper.

*"Each researcher must consider all options and methods to find a research strategy that balances being ethical and being practical with the likelihood of obtaining good quality data."*

(Adler, E.A and Clark, R 2011)

Rather than starting with a theory e.g. Lingua Franca helps International Students (as in post-positivism), the author has decided to adopt a social constructivist ground up method (Charmaz, K. 2006).

Constructivist researchers often address the;

*"Processes of interaction among individuals, (in specific contexts) in order to understand the historical and cultural settings of the participants."*

(Creswell J. 2009)

Through interaction with the actors and analyses of their subjective reality that a pattern of meaning will be constructed and from this a theory formed.

*"In terms of practice, the questions become broad and general so that the participants can construct the meaning of a situation, a meaning typically forged in discussions or interactions with other persons."*

(Creswell, J. 2009)

The Author decided to carry out Qualitative Research as this type of research excels when the researcher wants to investigate an interviewee's personal perspective and come to a better understanding of their subjective view of the social context they inhabit.

*"Qualitative data is sexy". It is the source of "Well-grounded, rich descriptions of the social world".*

(Miles, M. B. & Huberman, A. M. 1994)

The author focused on the socio-linguistic elements of Second language acquisition. The research participants came from a range of social and linguistic backgrounds. The key thing they had in common was their interaction with Irish culture and other international language learners. The author invited the research participants to tell their own stories about language immersion in their own words. The role of the author was to facilitate the interviews;

*"Tell stories with a beginning, middle, and end, sometimes crafted chronologically".*

(Clandinin, D.J. & Connelly, F.M. 2000).

These stories helped the researcher identify the key socio-linguistic moments in the learner's language development.

## 4.2 Ethical Research

All researchers must recognise that;

*“The only value which is intrinsic to the activity of research is truth: the aim should be to produce true accounts of social phenomena.”*

(Hammersley, M. & Atkinson, P. 2007).

This truth however should not be reached at any cost.

*“Good Research balances the rights of study participants against our desire for research conclusions in which we have confidence and that we can share with the public.”*

(Adler, E.A. & Clark, R. 2011).

Researchers must subject their actions to continual scrutiny;

*“Their decisions should be informed by the prevailing ethical and methodological ideas. They should actively question institutional norms.”*

(Hammersley, M. & Traianou, A. 2014)

There are no definitive rules or universal principles that deal precisely with every situation or relationship encountered in the field, beyond the vague and generic “do no harm.” (Ellis, C. 2007)

All participants in this research participated willingly. No financial inducement was paid to any participant. The Consent and Data management of this paper is outlined in the appendix.

## 4.3 Researchers Position

The author is an ELT professional who has worked at both a national and international level. This position within the ELT industry gave the author access to applied linguistic experts.

Before entering into the field, researchers must be cognisant that their personal background and relative social position can adversely impact a study.

*“The personal-self becomes inseparable from the researcher-self. It also represents honesty and openness to research, acknowledging that all inquiry is laden with values.”*

(Mertens, D.M. 2003)

When interacting with learners, the author made it clear at every stage that participation was voluntary and that they could disengage from the research at any time.

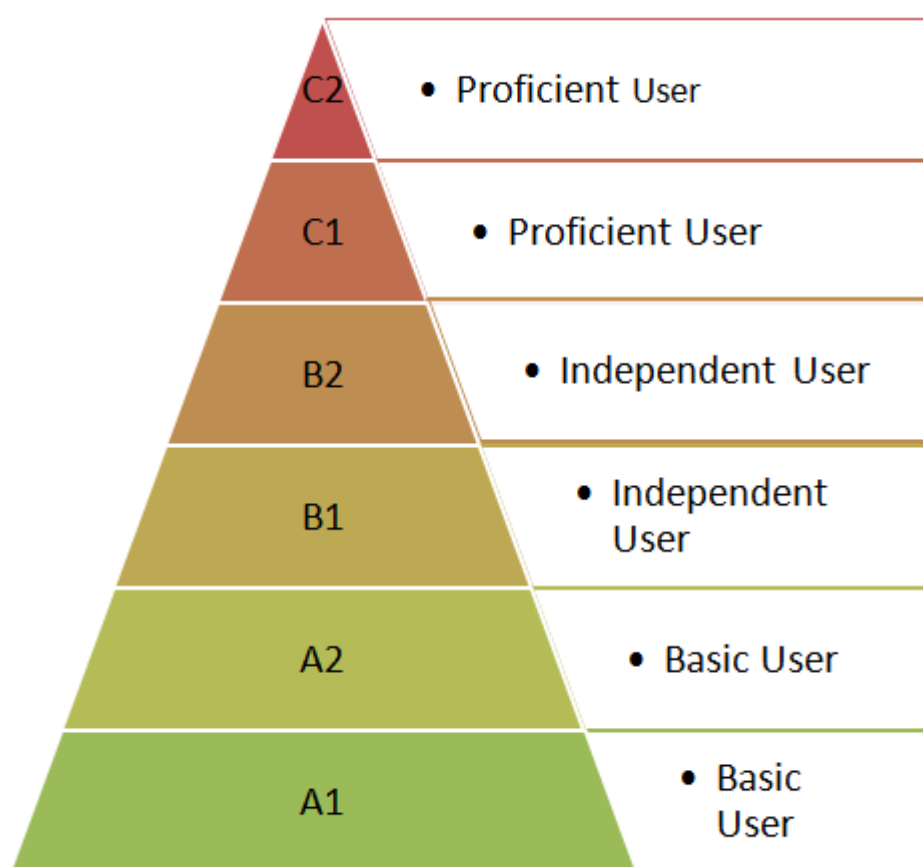
## 4.4 Research instruments

This research focused on the socio-linguistic aspects of language acquisition. The research questions were designed to identify key moments in the learner's acquisition of the English language. It follows the CEFR's action oriented approach which is based on the principle that;

*"In performing communicative acts we use strategies to determine how to make most appropriate and effective use of our linguistic resources".*

(Little, D. 2006)

The Council of Europe has developed the following framework of language development.



(CEFR For languages: Learning, Teaching, Assessment 2010 PP24)

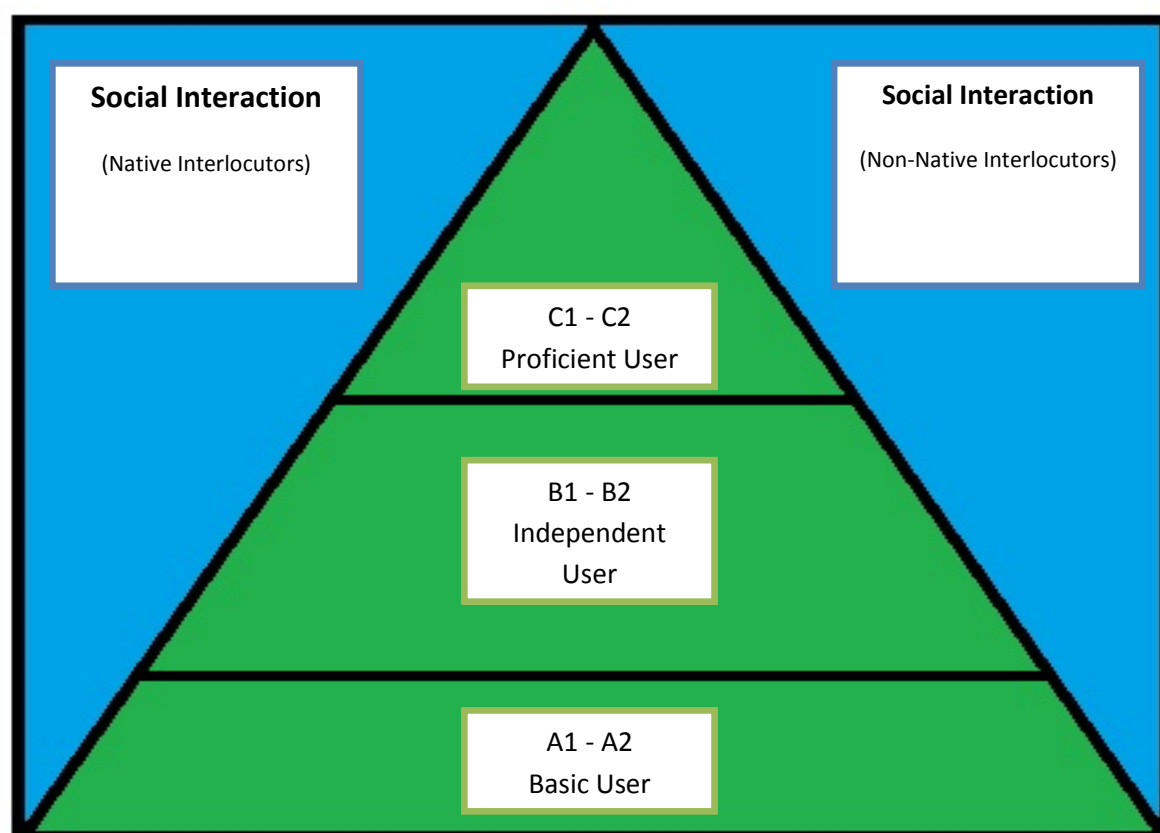
The focus of the framework is on what language learners are able to achieve at each stage in their development. A summary of these abilities is found in the following table.

<b>Proficient User</b>	<b>C2</b>	<p>Can understand with ease virtually everything heard or read.</p> <p>Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</p> <p>Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>
	<b>C1</b>	<p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</p> <p>Can express him/herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic and professional purposes.</p> <p>Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p>
<b>Independent User</b>	<b>B2</b>	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
	<b>B1</b>	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
<b>Basic User</b>	<b>A2</b>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.</p>
	<b>A1</b>	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

(CEFR For languages: Learning, Teaching, Assessment 2010 PP24)

The author's research was informed directly by the CEFR. The author developed the following chart to clearly represent the pedagogical focus of the research.

Chart 1.1 Socio-Linguistic focus of Field Research



In the primary research focus was placed on both learning in the classroom represented in green and social interactions in the learners wider lives represented in blue. The use of the time-line allowed interviewees structure their own pedagogical development narratives.

#### *Explanation of Chart*

The Green area represents language input in the classroom. This language input includes controlled and free practice of linguistic forms and structures. The language teacher who is using the communicative methodology will facilitate communicate tasks that are modelled on realistic interactions (Harmer, J. 2007)

The blue area represents social interaction. At lower levels it would be expected that the classroom makes up 90% of second language use. Basic users do not have the linguistic or socio-linguistic skills to enter into complex conversations.

When learners advance to the stage of independent users the importance of social interactions outside the classroom grow. It is these social interactions outside the classroom that allow learners

In the chart the top left section marked in blue represents the learner's social interaction with native interlocutors. In the top right section also marked in blue the learner's social interaction with non-native is represented. These interactions are very similar in nature. However, the norms that are set within these groups are subtly different. (Jenkins, J. 2013)

#### 4.4.2 Research Instruments

Three research instruments were used for data collection. To collect this data, the researcher followed three steps;

- Student's map their position within Global English (Based on their own perceptions).
- Time Lines were used to allow students map their own educational journey.
- Semi-structured video interviews were conducted with ELT Students studying in Dublin.

A detailed description of each research tool is found in the appendix 2.1.

These instruments helped the author to identify issues related to the socio-linguistic aspects of language acquisition. These academic interviews were conducted in the "field," where the participants study. As Alder and Clark have noted;

*"By entering into the participants world, researchers are able to better contextualise what the participants are saying".*

(Adler, E.A and Clark, R. 2011)

These interviews had set questions, but the author asked probing questions when students shared unexpected experiences;

*"In good research a dynamic relationship exists between the researcher and the field of study."*

(Cresswell, J. 2009)

Active listening encouraged participants to fully share their pedagogical and socio-linguistic experiences.

#### 4.5 Coding and Meaning forming

Once the data was collected, it was coded and analysed. Common themes and shared experienced were identified.

The coding helped the author highlight the important moments in each learners socio-linguistic development. It gave the author an insight into each participants' learning strategies by exploring with them their behaviour, roles, feelings, and attitudes in the context of learning English in Ireland.

The research identified key moments in each learner's educational journey. These moments often facilitated the development of personal insights and learning strategies to overcome future educational and personal challenges.

## 4.6 Limitations of Research

The research was limited in that the sample size used in the qualitative interviews was small and hence findings can be deemed to be relevant in the context of the experiences and knowledge of those involved only. All participants were all International learners who had studied English in Ireland rendering their experiences and knowledge geographically limited.

The research focused on the socio-linguistic supports International learners required. It was beyond the author's scope and expertise to establish if one particular ELT methodology is more effective than another. Rather the focus was placed on how learners negotiated the challenges of using English as a global language. This helped the author establish if ELT educators in Ireland needed new skills to address these social-linguistic needs.

### 4.7.1 Field Research Conclusions

To establish a range of opinions the author interviewed ten students. The sample was made up of International students from a range of countries who were studying English as a second language in Ireland. The common themes that emerged from the time-line interviews have been broken into four broad categories;

1. Experience studying in Ireland
2. Lingua Franca
3. Academic development
4. Identity and language

### 4.7.2 Experience of studying in Dublin and Ireland

The students that were interviewed were positive about Dublin and Ireland;

*"I think it's really nice and I like to study here".*

The students saw the city in a positive light;

*"The city is amazing (place) to learn English",*

The majority of students found that local people were polite;

*"When you try to speak with Irish people, they make everything to understand you".*

They felt that Dubliners were patient and willing to interact with non-natives. However, the native speaker's local accent sometimes caused interference with understanding;

*“When their accent is too strong”, “it’s kinda difficult to understand them”.*

However, communication didn’t always break down when both parties were patient. Students noted that Irish people on the street were;

*“Willing to help you”, and that they were “really friendly people”.*

Another advantage students noted was that Dublin was a melting pot of co-existing cultures;

*“It’s such a Cosmopolitan city”, where it possible to hear “accents from different parts of the world”*

This highlights that the language learners were part of this international community using English as a Lingua Franca.

### 4.7.3 Lingua Franca

The global reach of English emerged in the interviews. One learner’s first contact with English was accidental,

*“For some reason the signal changed (on the TV) to English” “I asked my mom” “mom what’s going on?” she said “that’s English” “so I felt like interested”.*

Another learner’s first contact with English was with her non-native mother who was working for an American family;

*“She was bringing home some new words and phrases”.*

She was intrigued by English and asked her mother;

*“What is that about Mum? and then she was saying, ohh that’s English”.*

In the interviews, the learners highlighted how globalisation and technological advancements facilitate self-directed language learning. Learners watched TV and movies “with subtitles” to maximise their contact with English. Others used “chats online” and “Google translator” to connect with English speakers remotely and fill gaps in knowledge. This highlights that English as a Lingua Franca is growing in importance in our media rich interconnected world.

### 4.7.4 Academic Development

For the majority of interviewees, their first contact with English was in high school. Various learners made reference to poor teaching and ineffective methods;

*“They teach but they can’t speak”, “I studied English in the high school”, “but I didn’t learn anything”.*



The focus in high school for the majority of cases was on rudimentary grammar;

*"The only thing I can remember is the verb to be".*

This highlights that outside the English speaking world the Grammar-Translation methodology still dominates. This is contrasted with the widespread application of the communicative method in the ELT classroom in Ireland.

Learners also noted that English is an essential part of global education. One Learner was motivated to study English in Ireland to further his career;

*"It's kinda important to know a little bit of English if you're gonna do law in Venezuela".*

The same learner made the link between proficiency in English and earnings;

*"The payment wasn't that great so I decided to come here", "get some certificates".*

However, not all learners were motivated by financial gain. Some wanted to access Western Culture. Interestingly, nearly all the interviewees mentioned music. Many expressed the desire to understand the lyrics in their favourite songs. For example, one noted that they;

*"Listen to music and try to write the lyrics".*

Another went one step further, he translated lyrics, wrote them in a notebook and then

*"Made phrases with them".*

This indicates that language learners engage with cultural objects that have a personal appeal to them. For some learners;

*"Music was the most important thing in my life"*

They weren't satisfied with just listening to the melody, they needed;

*"To know what they (the musicians) are talking about"*

Interviewees also highlighted that they were not passive actors in the English Speaking world. Social interactions with native speakers outside the classroom helped them identify speech patterns and mannerisms;

*"I see the way they behave, they speak" and then "try to copy".*

However, some learners felt that learning through social interaction wasn't real study;

*"It's different coz I don't really study anymore"*

Elaborating,

*"I mean, because I'm not like writing and stuff".*

Language learners often associate real learning, with the classroom. In contrast, some learners learnt best when exposed to the "*Traditional way*", evoking a teacher-centred approach. Interestingly, they were apologetic when admitting to learning linguistic forms;

*"It's weird, I like grammar".*

This indicates that students all learn differently and pedagogical best practice recognises this fact (Harmer 2007).

#### 4.7.5 Learner Identity

An individual's identity can be strongly connected to the language they are speaking. For example one learner highlighted that when speaking English;

*"I don't feel like myself"*

This wasn't a unique feeling, as she went on to mention that her English friend also felt different;

*"When she had to speak Portuguese, she would open up you know" she could "say something deeper that she couldn't say in English because she wasn't herself"*

This may indicate that cultural constraints are connected to linguistic norms. Speaking Portuguese allowed this English Speaker to communicate in a wider range of acceptable social norms.

A second language can be used as a mask to construct a new identity. The same learner stated;

*"I kinda feel the same when I'm speak English, is like a character that just like possesses me or something".*

Language learning exerts extra pressure on a learner's identity. Second language acquisition introduces new ways of seeing the world and new modes of behaviour.

*"This necessarily requires some reconfiguring of identity, and reflects Guiora's hypothesis that learning a new language is dependent on 'ego permeability... the extent to which the individual is psychologically capable of stepping into a new communication system"*

(Guiora et al., 1972, p.422).

Young adults who move from one culture to another may face difficulties with "*new coding schema*" (Kozulin, A 2001). Integrating into a new culture is a complicated social process.

The interviewees predominately lived in Dublin one and Dublin eight. They found that;

*"It's difficult to find Irish here", "yeah in Dublin at least".*

They noted that;

*"I feel like that Irish people kinda have their own circle and its kinda hard to break into".*

To overcome this, one learner exhorted his peers to be proactive;

*"To get out there and like find people".*

This highlights the importance of pastoral care when working with young adults engaging in International Study. Educators must be aware that using English as a Lingua Franca isn't something that only gains importance when learners return to their home countries but is also a key factor in immersion situations when native speakers are not members of the learner's social circle.

## Chapter Five: Artefact

### 5.1 Justification

In this section the author will justify why he developed his artefact. These decisions were based on action research carried out in the field. Summary of Action Research



The Academic Artefact design decisions were informed by field research. The author recognised that;

*“A curriculum represents the imaginative design of spaces in which desirable processes of personal and interpersonal development are likely to occur”.*

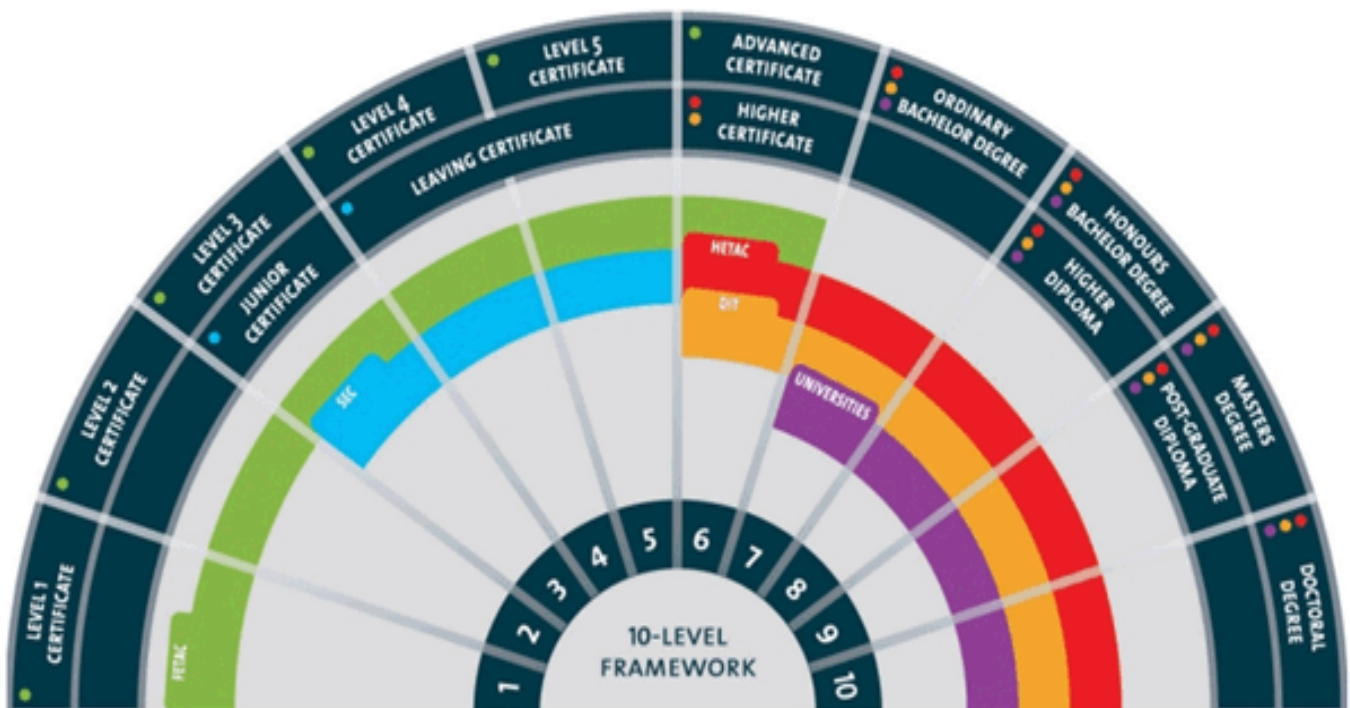
(Stenhouse, L. 1975 P51)

The author originally started this research envisioning the development of a foundation course for international students. However this objective changed after the author carried out a research dialogue with Industry Experts. These Experts highlighted the gap between Higher Education institutions and the ELT sector in Ireland. They highlighted that the Irish ELT sector is going through structural changes. As the ELT industry makes this transition from an unregulated independent-state to one of greater quality assurance control, many professional issues are likely to arise. A greater level of Professional recognition for ELT teachers will become increasingly important to secure employment in this regulated environment.

The research with the international learners highlighted the importance of taking a holistic approach of language learning, with the recognition that success within International Education is dependent on the ability of learners to build and maintain supports within their wider lives beyond the campus walls.

## 5.2 Course Development Considerations

The author decided to position this course at level 8 on the NFQ framework.



(NFQ Framework, 2003)

The appropriateness of this decision is outlined in the following tables;

Knowledge – breadth	
<p><i>Knowledge outcomes are associated with facts and concepts; that is, they refer to knowledge of, or about, something. The more diverse, complex and varied the facts and concepts, the greater the breadth of knowledge and this is a matter of level. Breadth is distinguished from the number of different facts and concepts learned, which relates to volume.</i></p> <p style="text-align: right;">(QQI 2013)</p>	<p>In this course the following facts and concepts are reviewed;</p> <ul style="list-style-type: none"> <li>• Global English</li> <li>• English as a Lingua Franca</li> <li>• Lingua Franca Core</li> <li>• English as a business Lingua Franca</li> <li>• English as an academic Lingua Franca</li> <li>• Pedagogical foundation of ELT</li> <li>• Judicious selection of appropriate ELT methodologies to meet specific</li> <li>• Self-directed Professional development</li> <li>• Advocacy for greater professional recognition</li> <li>• Development of a professional e-Portfolio</li> </ul> <p>There is a wide breath of knowledge in this course, for this reason the author felt that it was appropriate to position it at level 8.</p>

Knowledge – Kind	
<p><i>The representation of facts and concepts, including ideas, events or happenings, is cumulative. The more facts and concepts are layered on top of each other, and draw successively upon each other to construct meaning, the higher the level of learning. This process is typically associated with progressively greater abstraction from concrete phenomena into theory.</i></p> <p style="text-align: right;">(QQI 2013)</p>	<p>The author recognised that the historic development of English as a global language is essential to understanding English as a Lingua Franca.</p> <p>Facts and concepts related to the development of English as a global language have been layered on top of each other across the four modules of this special award. The diverse strands of the evolution of English as a global language are drawn successively together to construct a deep meaning.</p>

Know-how and skill – range	
<p><i>Skills, in both their execution and the demonstration of underpinning procedural knowledge, encompass the use of many different kinds of tool. 'Tool' refers to any device or process that facilitates individuals having some effect on their physical, informational or social environment. Tools include cognitive and social processes as well as physical implements. Tools, and the skills to use them, range from commonplace or familiar to novel or newly-invented. The sheer number of skills acquired is a matter of volume, rather than of level. The diversity of skills is a feature of this strand that contributes to differentiation in level. The completeness of the set of skills (and associated know-how) in respect of an area of activity is another feature that helps indicate the level.</i></p> <p style="text-align: right;"><i>(QQI 2013)</i></p>	<p>Pedagogical tools that are developed in this course will allow the ELT professionals develop a range of pedagogical skill sets related to second language education. The course will give these educators a clearer understanding of social processes that frame second language learning in our globalised society. Module four will focus on developing CPD Tools and professional advocacy tools which will support their personal development. Professional networking tools will ensure that they have access to peer support in their life-long learning journey.</p>

Know-how and skill – selectivity	
<p><i>The performance of tasks depends on the [student teacher] having an appropriate understanding of the environment in which the tasks are performed and being aware of his/her own ability and limitations, while at the same time being able to correctly judge the fit between the demands and ability. Whereas the range of know-how and skill refers to what a [student teacher] can do, selectivity (which might also be called procedural responsiveness) refers to the judgement that the [student teacher] exercises in carrying out procedures, through selecting from the range of know-how and skills available to him/her, in accordance with his/her appraisal of the demands of the task.</i></p>	<p>In this course both formative and summative assessments have been designed to challenge the ELT educators to evaluate and reflect on their performance within the learning space. The review of global English gives these educators a deeper understanding of the learning environment in which language tasks are performed. Reflection in the e-Portfolio will give the ELT professionals a greater understanding and awareness of his/her own ability and limitations. The consideration of how to effectively design <i>learning needs evaluation tools</i> will allow the learners in this course to develop the pedagogical abilities to correctly judge the fit between learners and educational inputs.</p>



Competence – context	
<p><i>Human situations, whether occupational or general social and civic ones, supply the context within which knowledge and skill are deployed for practical purposes. Such situations range in complexity and hence in the demands they place upon the person acting in them. Highly defined and structured situations or contexts constrain the behaviour of the individual and require lower levels of learning. The range of responses required, and hence the extent to which a broader range or higher level of knowledge and skill have to be drawn upon also depends on how predictable the context is. Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning.</i></p> <p style="text-align: right;">(QQI 2013)</p>	<p>The ELT environment presents educators with complex social surroundings characterised by;</p> <ul style="list-style-type: none"> <li>• Power imbalances</li> <li>• Pastoral care issues</li> <li>• Multi-cultural issues</li> <li>• Adjustment to new cultural norms</li> <li>• Homesickness</li> <li>• Pedagogical needs of inexperienced ELT teachers</li> <li>• CPD objectives set by Director of Studies</li> <li>• Performance observations conducted in the classroom</li> <li>• Peer observations to share pedagogical knowledge</li> </ul> <p>In the ELT environment educators are often required to act autonomously in complex, ill-defined and unpredictable educational situations. In these contexts ELT professionals require higher levels of professional knowledge.</p>

Competence – role	
<p><i>For many purposes, joining and functioning in various kinds of groups is a key component in putting knowledge and skill to effective use. Joining a group successfully requires individuals to adopt appropriate roles within the group. This requires the application of social skills and an understanding of the tasks of the group. Higher levels of competence are associated with playing multiple roles as well as with roles requiring leadership, initiative and autonomy. Higher competence is also associated with participation in more complex and internally diverse groups.</i></p> <p style="text-align: right;">(QQI 2013)</p>	<p>This course will help the ELT educators develop a range of new professional skills. For example in the applied ELT teachings tasks;</p> <ul style="list-style-type: none"> <li>• Learning needs analysis</li> <li>• Class Plan informed by Global English</li> <li>• Peer teaching session</li> </ul> <p>These skills will support, enhance second language learners.</p> <p>ELT professionals who are working at level 5 on the British Council professional scale (Appendix A6.2) require higher levels of professional competence. These higher levels of professional competence are associated with playing multiple roles within the ELT/Applied linguistic field as well as with roles requiring leadership, initiative and autonomy. To operate effectively the</p>



	<p>effectively the learner needs to develop the following skills;</p> <ul style="list-style-type: none"> <li>• Teacher training skills</li> <li>• Delivering workshops</li> <li>• Mentoring skills</li> <li>• Syllabus writing skills</li> <li>• Research skills.</li> </ul> <p>Higher competence within the ELT/Applied linguistic field is generally associated with participation in more complex and internally diverse groups within the ELT industry. For example;</p> <ul style="list-style-type: none"> <li>• Active member of ELT Ireland/IATEFL</li> <li>• Member of Academic Management Team</li> <li>• Organisational mentor</li> <li>• Volunteer English Teacher for non profit organisation</li> </ul>
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Competence – insight	
<p><i>Insight refers to ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the [student teacher's] attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the [student teacher's] mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon. A [student teacher's] self-understanding develops through evaluating the feedback received from the general environment, particularly other people, and is essential to acting in the world in a manner that is increasingly autonomous.</i></p> <p>(QQI 2013)</p>	<p>The e-Portfolio will play a key part in developing the learner's ability to engage in increasingly complex understanding and consciousness of the challenges that international learners face. Through the process of reflection on professional experience in the field learners will be able to integrate their existing understanding of language learning with the new strands of knowledge presented in this course.</p> <p>They will develop skills and competences which challenges existing attitudes to learner motivation, values, beliefs, cognitive style and personality. This new self-understanding develops through evaluating the feedback received from the general environment, particularly other people, and is essential to acting in the world in a manner that is increasingly autonomous</p>

This course will develop ELT educator's knowledge of intercultural communication from a range of new perspectives. The Artefact is summarised in Appendix 4.1. The Professional development element of the course will focus on building a professional support network.

Course assessments will promote effective learning strategies that allow for greater professional development autonomy. Formative and Summative assessments are outlined in Appendix 5.1.

Assessments will develop ELT educators' ability to critically analyse pedagogical concepts related to Lingua Franca second language education and construct arguments in an Academic context. ELT educators will be encouraged to;

*"Take possession of their learning and view the assessment as a positive experience in which they are assessed for learning rather than the reverse"*

(O'Keeffe & Donnelly 2013).

Finally the e-portfolio will develop digital literacy required for educators who wish to engage effectively with international students.

### **5.3 Limitations of the product/ project**

This Artefact has been designed as a professional course to support in service ELT professionals. It hasn't been designed to replace other existing Applied-Linguistic courses or the Cambridge DELTA.

Rather it has been developed to strengthen the connections between educational institutions. Professionalism cannot develop when communication channels and academic networks are dormant.

### **5.4 Challenges faced in developing it**

This research was conducted in a time of crisis and regulatory change for the ELT sector. The International English Language market has spent more than two years in turmoil. Since 2014, over fifteen Private Colleges have closed their doors (INIS 2015). These closures were often sudden, and caused great distress to the International students involved.

### 5.4.1 Closed colleges overview

**Table 1. Information on status of closed colleges**

<b>Applied for ACELS recognition, but refused / or, their application was in process at the time of their closure</b>	<b>Had ACELS recognition withdrawn prior to closure</b>	<b>Had ACELS recognition at time of closure</b>	<b>Never applied for ACELS recognition</b>	<b>Had no ELT provision</b>
Irish Business School Dublin (IBSD) (refused)	English in Dublin	A 2 Z	Millennium College	National Media College
Leinster College (refused)	Eden College	Cogan College International	Allied Irish College	
Shelbourne College (in process)	Modern Education Centre		Carlyle Institute	
Kavanagh College (refused)				
BCT Institute (in process)				
National College of Business Administration (NCBA) (in process)				
The Learning Institute (in process)				

This has left the Irish Private College industry in a battered and bruised state. These closures have caused great reputational damage to quality providers of education in Ireland (Taskforce, 2014). These scandals have also damaged Ireland's ability to access the global Language Market worth \$82.6 billion globally in 2011 (Adkins, S. 2012 P3).

This market instability meant that the author had to revise a number of sections related to QQI and ACELS as their strategy evolved in the 2014-2015 period.

In the next section the Author will discuss the issues that framed this research.

## Chapter Six: Discussion – ELT Market in Ireland

### 6.1 Discussion

This Paper has focused on developing a professional development course of ELT educators. This section will discuss the Unique Selling point of the ELT market in Ireland. It is important to connect the professional development of educators to the marketplace in which they operate. As one of the Expert advisors highlighted;

*“Ireland is in a really unique position” “geographically as well as historically to offer English language courses to people”.*

This natural advantage was built upon a;

*“Really highly developed tourist industry”.*

The Visa Factory scandals have obscured the fact that the ELT industry provides the economy with financial and reputational benefits;

*“I suppose like all education it brings a lot of money into the country”.*

Ireland is a small player in a big market. For this reason the government has to use limited resources to good effect. The effectiveness of existing marketing however was questioned;

*“Ireland tends to be off the radar” “for a lot of populations outside of Europe”*

Ireland faces stiff International competition. Many students in the research interviews noted that Ireland was their second choice;

*“My first vision was to go to the United states”, “Canada maybe Australia”,*

These destinations were chosen because they were established markets and invest heavily in educational marketing.

Ireland was often chosen because of its relatively open student visa;

*“It was too hard to get a visa for USA”*

In the interviews the students indicated that they were price sensitive. Irish ELT courses are cheaper;

*“Because Ireland to study here is more cheap (cheaper) than Canada or England or America”.*

It is not so straight forward to promote Ireland as an ELT destination because Ireland has a strange relationship with the English language. While the majority of Ireland's population are mono-lingual speakers of English the Irish language;

*"Is the most "visible" language in the debates regarding language education and policy, English is certainly the most discrete, the one least discussed".*

(Council of Europe, 2005)

There has never been an official policy in the Irish State as regards the English language. Debate rather has been focused on saving Irish from linguistic extinction. While the Irish language is an integral part of Ireland's cultural identity, English is now the dominant language in the state.

The English language has allowed Ireland attract foreign direct investment and built a globally recognised national brand. Ireland's global status as a technology hub attracts ELT students. For example one learner identified Dublin as;

*"Becoming this huge new capital of technology", "full of the biggest, the bigger companies from the US such as "Google, Facebook, Pay Pal".*

This learner also noted that Dublin is filled with exciting;

*"Start-up companies" filled with IT experts who "talk about technology" or "common (IT) trends in Europe.*

Work plays a key educational role in language learning that is often overlooked. The use of English as a Lingua Franca flourishes in multi-national and multi-lingual environments. The workplace also plays an important part of cultural integration of International learners', work gives them;

*"The opportunity get really really deep in the culture".*

Working in Ireland allows International learners;

*"The way that the Irish think".*

The workplace is the socio-linguistic platform from which students;

*"Learn a lot of new words new expressions"*

This vocabulary is often; *"Technical English"* related to a specific profession. Participation in the workplace enables these learners to;

*"Keep growing in, (their) profession".*

Greater visa restrictions on international students may isolate them from the Host society. Norton Pierce (1995, p.15 - 16) puts forward the view that;

*"Language acquisition demands 'investment' and the willingness to impose their right to be heard, to be 'subject of' rather than just 'subject to' the host community".*

Employment allows language learners develop socio-linguistic skills that are often absent from the traditional classroom. Employment is an essential component of the *"cultural capital"* that language learners acquire from the investment of time and money related to International study.

Global education creates links that allow an open economy like Ireland's prosper in a world whose Lingua Franca is increasingly mediated with English.

If Ireland wants to continue to attract international English language learners the Government needs develop a coherent strategy across government agencies. Also links with Private colleges and the third level sector need to deepen to ensure that ELT professionals are given the support to develop into true professionals.

It also needs to prepare educators who understand the role of Global English in our globalised society. This Research has demonstrated that Lingua Franca is a concept ELT teachers need to understand. The world is changing and the ELT industry must adapt. This will ensure that Ireland continues to attract International learners.

## Chapter Seven: Conclusion

### 7.1 Conclusion

The academic work of Jennifer Jenkins and other leading Applied Linguistics academics framed this research. These academics have published papers which have;

*“Questioned many long-held beliefs about what and how English should be taught and tested”.*

(Jenkins, J. 2012)

The author’s research focused on the Irish market. The primary research with the students highlighted that access to work, price, Irish culture and quality of life, were the unique selling points of Ireland as a language learning destination.

The Expert Interviews highlighted that the ELT industry requires greater integration into the third level and university system. The university professor spoke with concern that ELT professionals in Ireland currently receive limited professional support from higher education. This constrains the ability of these ELT professionals to enter into a constructive discourse about current pedagogical practices. The author’s research ascertained from this discourse with Industry experts that no academic course currently gives ELT professionals a clear understanding of Global English and its implications in the language classroom. This is creates a real opportunity. As Dewey (2012) observed;

*“The process of introducing (or not introducing) ELF into ELT, begins with teachers and therefore with teacher education”.*

(Dewey, M 2012)

The author would make the following recommendations;

Recommendations	
Actions	Supporting evidence
Introduce a new professional development course. This course is based on gaps identified in the action research the author carried out. This course has been outlined in the Artefact accompanying this paper	While ELT Educators in Ireland can currently complete the DELTA by distance no professional development course is available in Dublin.
Create a professional/educational network for ELT educators working in Ireland. Give these educators the skills to advocate for greater professional recognition and support.	Research indicated that linkages between ELT providers and HE is currently underdeveloped
Give educators a greater understanding of Global English	Global English is an integral part of globalisation. International learners require English to access employment & education.

Recommendations	
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Create a professional/educational network for ELT educators working in Ireland. Give these educators the skills to advocate for greater professional recognition and support.	Research indicated that linkages between ELT providers and HE is currently underdeveloped
Give educators a greater understanding of Global English	Global English is an integral part of globalisation. International learners require English to access employment & education.

Further research is required to ascertain if further CPD requirements exist in the Irish ELT sector. This would help support ELT educators who have faced widespread disruption within this educational marketplace.







## Artefact:

### Artefact 1.1 Programme Outline

<b>Course Title</b>	<b>Understanding Global English</b> (Special Purpose Award)
<b>Duration</b>	1 year (24 weeks)
<b>Teaching mode</b>	Part time
<b>Qualifications</b>	Professional Higher Certificate
<b>NFQ Level</b>	8
<b>NFQ Award Type</b>	Special Purpose
<b>Programme ECT Credits</b>	20
<b>Module ECT Credits</b>	5
<b>Execution of course delivery</b>	6 weeks on each module
<b>Module Titles</b>	<ol style="list-style-type: none"><li>1. Introduction to Global English</li><li>2. Who owns English? Linguistic Identity</li><li>3. Language Learning, practical applications in the globalised classroom</li><li>4. Professional e-Portfolio</li></ol>

<b>Pre-requisite</b>	Students must have more than two/three years experience in the ELT sector verified by a supervisor/manager in the relevant organisation(s)
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## Artefact 1.2 Programme Learning Outcomes

1.	Gain a deep understanding of the definition, history, and linguistic development of English as a global language.
2.	Enhance a greater awareness of how people use English in our Globalised world
3.	Develop an understanding of effective communication techniques needed to support and improve interactions in Lingua Franca learning spaces.
4.	Acquire new pedagogical skills to support, enhance and enable people to communicate in their second language.
5.	Create inclusive practices to engage and support effective relationships and participation within multi-cultural classrooms.
6.	Investigate and develop effective evaluating tools to support the implementation of Lingua Franca approaches.
7.	Evaluate different pedagogical techniques that are advocated for teaching English as a Global Language
8.	Demonstrate the ability to build a professional portfolio which highlights past achievements and future learning objectives.
9.	Review personal attitudes, values, beliefs, and assumptions in relation to non-native speakers of English.
10.	Evaluate the importance of self reflection and professional development objectives for ELT educators.

## Artefact 2.1 Module 1: Introduction to Global English

<b>Module Title:</b>	Introduction to Global English
<b>ECTS Credits:</b>	5
<b>NFQ Level:</b>	8
<b>Module Co-ordinator:</b>	Stephen Cloak
<b>Module description:</b>	<p>This module aims to introduce learners to the concepts that define Global English. In this module, learners will review key historical milestones in the evolution of English as a Global Language. They will evaluate the positive and negative role that English as a global language exerts.</p> <p>They will evaluate the concept of the Lingua Franca Core. They will review the key linguistic features required for effective intelligibility. In formative tasks they will discuss the relationship between accent and identity. They will assess how the use of global English has impacted the contemporary Academic Landscape. In the class they will actively debate if the use of standardised entry assessments such as IELTS are effective measures of second language proficiency. Identify key linguistic features of Global English which facilitates Global Business. Finally the learners will evaluate how ELT professionals should balance the need to interact with both native and non-native interlocutors set linguistic priorities</p>
<b>Learning outcomes:</b>	
<b>On successful completion of this module the learner will be able to</b>	
<ol style="list-style-type: none"><li>1. Define the term Lingua Franca and Global English</li><li>2. Identify key historical milestones in the evolution of English as a Global Language</li><li>3. Evaluate the role of English as a global language</li><li>4. Define the concept of the Lingua Franca Core</li><li>5. Identify key linguistic features required for intelligibility</li><li>6. Discuss the relationship between accent and identity</li><li>7. Assess how the use of global English has impacted the contemporary Academic Landscape</li><li>8. Debate the use of standardised entry assessments such as IELTS</li><li>9. Identify key linguistic features of Global English which facilitates Global Business</li><li>10. Discuss how ELT professionals should set linguistic priorities</li></ol>	

Module Content and Assessment	
Indicative Content	
<b>Historical Context</b>	
1.1 English today	
1.1.1 Historical Context	

1.1.2	Growth of English			
1.1.3	A new role for global English			
<b>Defining Lingua Franca</b>				
1.2.1	Language in use			
1.2.2	Variation			
1.2.3	Accent			
1.2.4	Intelligibility			
<b>Lingua Franca Core</b>				
1.2.5	LF a lesser form of English?			
1.2.6	Academic Landscape			
1.2.6.1	Academic Priorities English in Business			
1.2.6.2	English in Business			
1.2.7	English in Universities			
<b>What to teach in the Core</b>				
1.3.1	LF Pronunciation			
1.3.2	LF Grammar			
1.3.3	LF usage			
<b>Going beyond the Core</b>				
1.4.1	Global English Interactions			
1.4.2	Non-Native LF Norms			
1.4.3	How do educators set appropriate language Norms			
<b>Assessment Breakdown</b>				
<b>Course Work</b>	<b>100%</b>			
<b>Final Exam Assessment</b>	<b>0%</b>			
<b>Coursework Breakdown</b>				
<b>Type</b>	<b>Description</b>	<b>Outcome Addressed</b>	<b>% of total</b>	<b>Assessment date</b>
Essay	<i>How has English as a global language shaped the landscape of our globalised society?</i>	<i>1,2, 4,5,6,7,9,10</i>	80%	Week 12
Class Presentation	<i>Review the role of English as a Global Language.</i>	<i>3,4,5, 8,</i>	20%	Week 14

**Reassessment Requirement**

Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.

Contact Hours				Non-Contact Hours			Total Effort (Hours)
Lecture	Practical-Group Work	Tutorial – Remote	Seminar	Assignment	Placement	Independent Work	
24				46		30	100

Module Workload and Resources				
Workload		Part-time		
Type	Description	Hours	Frequency	Average weekly learner workload
Lecture	Class lectures	3	Every week	3
Independent and directed learning	Reflective, Library and Home study	4	Every week	4
Total weekly learner workload				7
Total weekly contact hours				3
Total module contact hours				24

**Recommended Book Resources**

Crystal, D: *English as a Global Language* (2<sup>nd</sup> Edn). Cambridge: Cambridge University Press 2003

Jenkins , J: *World Englishes. A resource book for students.* (2<sup>nd</sup> Edn). Abingdon: Routledge 2009

Kirkpatrick, A: *World Englishes. Implications for International Communication and English Language*



Teaching. Cambridge University Press. 2007
<b>Supplementary Book Resources</b>
Dolan, T. P: <i>A dictionary of Hiberno-English: the Irish use of English</i> . Terence Patrick Dolan. 2006
Svartvik, J & Leech, G: <i>English - one tongue, many voices</i> . Basingstoke: Palgrave MacMillan. 2006
<b>Recommended Article/ Paper Resources</b>
Jenkins, J: <i>The phonology of English as an International Language</i> . Oxford: Oxford University Press.
Giles, H & Coupland, N: <i>Language, Contexts and Consequences</i> . Milton Keynes: Open Univeristy. 1991
<b>Supplementary Article/ Paper Resources</b>
McKay, S. L: Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. <i>International journal of applied linguistics</i> , 13(1), 1-22. 2003
<b>Other Resources</b>
Website: VOICE (Vienna-Oxford International Corpus of English) Available at <a href="http://www.univie.ac.at/voice">www.univie.ac.at/voice</a>

## Artefact 2.1 Module 2: Who owns English? Linguistic Identity

<b>Module Title:</b>	Who owns English? Linguistic Identity
<b>ECTS Credits:</b>	5
<b>NFQ Level:</b>	8
<b>Module Co-ordinator:</b>	Stephen Cloak
<b>Module description:</b>	<p>This module aims to enhance ELT educators' an awareness of the social construction of global English. In this module learners will review the theories and concepts that form the foundation of the socio-linguistic model of understanding language education.</p> <p>The learners will research the myriad ways in which society's attitudes towards non-native language users has led to promotion of standard forms of English and the marginalisation of alternative global forms of English</p> <p>ELT educators will be helped to understand the concept of the learner centred approach and its context in global classrooms. The use of tools which encourage students to forge a new identity that respects where they are from. These approaches seek to acknowledge and address a holistic and inclusive approach to support language learners develop a new identity.</p>
<b>Learning outcomes:</b>	
<b>On successful completion of this module the learner will be able to</b>	
<ol style="list-style-type: none"><li>1. Explain the social and linguistic power of native and non-native English speakers</li><li>2. Evaluate the importance of learner identity with reference to the Kachru Model</li><li>3. Define learner identity and the role of linguistic use</li><li>4. Explain the implications of the expansion of English behind its historic core of native speakers</li><li>5. Identify barriers to global English users, both cultural and attitudinal; society responses to global English</li><li>6. Debate who sets proficiency for global language users</li><li>7. Identify connections between social-power and standard English accents</li><li>8. Evaluate the importance of Common European Framework of languages</li><li>9. Identify examples of Lingua Franca use in host cultures</li><li>10. Propose pedagogical strategies which balance learner expectations with learner needs</li></ol>	

Module Content and Assessment				
Indicative Content				
<b>Global English:</b>  2.1 Who owns English? 2.2 Definitions and Concepts				
<b>Position of Native and Non-Native in Global English</b>  2.2.1 Kachru Model 2.2.2 Alternative models				
<b>Proficiency</b>  2.3 Who sets proficiency 2.3.1 Role of CEFR 2.3.2 Role of Cambridge English/British Council				
<b>Linguistic Identity</b>  2.3.3 What do students want? 2.3.4 What do students need?				
<b>Lingua Franca use</b>  2.6.1 LF in Native speaking environments 2.6.2 LF in Non-Native environments 2.6.3 Burden of Understanding				
<b>Pronunciation and Identity</b>  2.7.1 Defining Identity 2.7.2 Fixed or Unfixed				
<b>Defining Accent</b>  2.8.1 The power of an accent 2.8.1.1 Native Accent, the right goal?				
Assessment Breakdown				
Course Work				100%
Final Exam Assessment				0%
Coursework Breakdown				
Type	Description	Outcome Addressed	% of total	Assessment date

Essay	<i>With the evolution of linguistic identity in a globalised world, who should establish language norms?</i>	1,2,5,6,9,10	80%	Week 20
Class Presentation	<i>Review the role of English as a Global Language.</i>	3, 4,7,8,9,	20%	Week 15
<b>Reassessment Requirement</b>				
This module is reassessed solely on the basis of resubmitted course work. There is no repeat written examination.				

Contact Hours				Non-Contact Hours			Total Effort (Hours)
Lecture	Practical-Group Work	Tutorial – Remote	Seminar	Assignment	Placement	Independent Work	
24				23	30	23	100

Module Workload and Resources				
Workload		Part-time		
Type	Description	Hours	Frequency	Average weekly learner workload
Lecture	Class lectures	3	Every week	3
Independent and directed learning	Reflective, Library and Home study	4	Every week	4
Tutorial	N/A			

Total weekly learner workload	7
Total weekly contact hours	3
Total Module contact hours	24

Resources
Recommended Book Resources
Crystal, D: <i>English as a Global Language</i> (2 <sup>nd</sup> Edn). Cambridge: Cambridge University Press 2003
Jenkins , J: <i>World Englishes. A resource book for students.</i> (2 <sup>nd</sup> Edn). Abingdon: Routledge 2009
Kirkpatrick, A: <i>World Englishes. Implications for International Communication and English Language Teaching.</i> Cambridge University Press. 2007
Walker, R: <i>Teaching the Pronunciation of English as a Lingua Franca.</i> Oxford University Press. 2010
Supplementary Book Resources
Baynham, M: <i>Code switching and mode switching: Community interpreters and mediators of literacy.</i> In B. Street (ed.) <i>Cross-cultural Approaches to Literacy</i> . Cambridge: Cambridge University Press. . (1993)
Baynham, M. <i>Literacy Practices.</i> London: Longman. 1995
Bloome, D : <i>Literacy and Schooling.</i> Norwood, NJ: Ablex. 1987
Bloome, D: <i>Literacy and Classrooms.</i> Norwood, NJ: Ablex. 1989
Cope, B. and Kalantzis, M: <i>Multiliteracies: Literacy Learning and the Design of Social Futures.</i> London: Routledge. 2000
Eckert, P: <i>Linguistic Variation as Social Practice.</i> Oxford: Blackwell. 2000
Ellis, R: <i>Principles of Instructed Second Language Acquisition.</i> CAL Digest, University of Auckland, New Zealand, Ferguson Fellow, Center for Applied Linguistics. 2008
Friere, P: <i>Pedagogy of the oppressed</i> .translated by Myra Bergman Ramos. The Continuum International Publishing Group Inc 15 East 26,h Street, New York, NY 10010. 1970
Gee, J., Hull, G. and Lankshear, C: <i>The New Work Order: Behind the Language of the New Capitalism</i> . London: Allen and Unwin. 1996
Giroux, T.H. <i>Theory and Resistance in Education: A Pedagogy for the Opposition.</i> Bergin and Garvey. .1983
Long , M.H: <i>The role of the linguistic environment in second language acquisition.</i> In W. Ritchie and T. Bhatia, (Eds) <i>Handbook of Second Language Acquisition.</i> NY: Academic Press. 1996

Recommended Article/ Paper Resources
<p>Harmer, J: <i>What is communicative?</i> ELT Journal Volume 36/3 April 1982</p> <p>Harris, R: Participation in Third Level Education: Issues for Non-Native Speakers of English. Institute of Technology Blanchardstown Dublin, IRELAND 2008</p> <p>Holliday, A: <i>The struggle to teach English as an international language</i>. Oxford: Oxford University Press. 2005</p> <p>Jenkins, J: <i>Accommodating (to) ELF in the international university</i>. Modern Languages, Faculty of Humanities, University of Southampton SO17 1BJ. 2013</p> <p>Jenkins, J: <i>English as a Lingua Franca from the classroom to the classroom</i>. ELT journal, 66(4), 486-494. 2012</p> <p>Norton, P: Social identity, investment and language learning, TESOL Quarterly 29, 1995, 9-31. 1995</p>
Supplementary Article/ Paper Resources
<p>Graddol, D: <i>English Next, Why global English may mean the end of 'English as a Foreign Language</i>. British Council 2006</p> <p>Göbel, K., &amp; Helmke, A: Intercultural learning in English as foreign language instruction: The importance of teachers' intercultural experience and the usefulness of precise instructional directives. <i>Teaching and Teacher Education</i>, 26(8), 1571-1582. 2010</p> <p>Lamb, M., &amp; Wedell, M: Inspiring English teachers: a comparative study of learner perceptions of inspirational teaching. Dorneyi, Z: 2001. 2013.</p> <p>Wedell, M: Understanding our ELT Contexts: The Starting Point for Developing Appropriate ELTE Programme Goals, Content and Processes. <i>English Language Teacher Education in a Diverse Environment</i>, 30. 2013</p>
Other Resources
<p>VOICE (Vienna-Oxford International Corpus of English) website: <a href="http://www.univie.ac.at/voice">www.univie.ac.at/voice</a> <b>Referenced in:</b></p> <p>Jenkins, J: <i>Accommodating (to) ELF in the international university</i>. Modern Languages, Faculty of Humanities, University of Southampton SO17 1BJ. 2013</p> <p>IATEFL: <a href="http://www.iatefl.org/">http://www.iatefl.org/</a></p> <p>British Council Research papers: <a href="http://englishagenda.britishcouncil.org/research-papers">http://englishagenda.britishcouncil.org/research-papers</a></p>

### Artefact 2.3 Module 3: Language Learning, practical applications in the globalised classroom

<b>Module Title:</b>	<b>Language Learning, practical applications in the globalised classroom</b>
<b>ECTS Credits:</b>	5
<b>NFQ Level:</b>	8
<b>Module Co-ordinator:</b>	Stephen Cloak
<b>Module description:</b>	This module aims to enhance ELT educators awareness of how to use the Lingua Franca core to frame language learning in the classroom.
<b>Learning outcomes:</b>	
<b>On successful completion of this module the learner will be able to</b>	
<ol style="list-style-type: none"> <li>1. Outline the historical development of English language teaching methodologies</li> <li>2. Evaluate the different strands that make up the current pedagogy of language learning</li> <li>3. Debate if the Cognitive Approach or Socio-cultural Perspective best explains how people learn languages</li> <li>4. Acquire new pedagogical skills to support, enhance second language learners.</li> <li>5. Evaluate the impact of the socio-cultural perspective on current pedagogical practices</li> <li>6. Identify the pedagogical approaches that facilitate learner-centred language learning.</li> <li>7. Establish concepts that define Lingua Franca in Practice</li> <li>8. Review the complexities that teaching English as a Lingua Franca</li> <li>9. Define the pronunciation elements that define the Native Speaker Core</li> <li>10. Explore how the English Language has moved beyond the Native Speaker Core</li> </ol>	

<b>Module Content and Assessment</b>	
<b>Indicative Content</b>	
<b>Introduction to Lingua Franca in Practice</b>	
3.1.1	Language teaching overview
3.1.2	Key Pedagogical Concepts
3.1.3	Key authors
3.1.4	Global English and the evolution of pedagogical approaches
<b>Pedagogy of language learning</b>	
3.2.1	Language learning approaches
3.2.2	Cognitive Approach
3.2.3	Socio-cultural Perspective
<b>Language Learning Methodology</b>	
3.3.1	Defining Methods
3.3.2	Historical development of methodologies
3.3.3.1	Grammar Translation
3.3.3.2	Direct Method
3.3.3.3	Audio-lingualism

3.3.3.4 Communicative Method				
3.3.3.5 Task based Learning				
3.3.3.6 Blended Methods				
3.3.4 Global English				
Strategic Pedagogy				
3.4.1 Identifying Learner Needs				
3.4.2 Mixed methods				
Teaching Lingua Franca pronunciation				
3.5.1 Standard Pronunciation				
3.5.2 Lingua Franca Core				
3.5.3 Beyond the Core				
Lingua Franca Assessment				
3.6.1 Formative assessments				
3.6.2 Summative assessments				
Assessment Breakdown				
Course Work				100%
Final Exam Assessment				0%
Coursework Breakdown				
Type	Description	Outcome Addressed	% of total	Assessment date
Presentation	Delivery in class of, topics/ themes reviewed in module, with evidence of independent reflection of key learning	1,2,3,5,6,8,10	45%	Week 20
Learning needs analysis	Applied pedagogical practice based on ELT best practice. Learners produce tool to identify learner needs.	4,7,9	10%	Week 23
Class Plan informed by Global English	Learners create a lesson plan that is based on learner needs.		15%	Week 23
Peer teaching	Learners delivery a class which is	Applied pedagogical	20%	Week 23



<b>session</b>	observed by peer	practice based on ELT best practice		
<b>Reassessment Requirement</b>				
This module is reassessed solely on the basis of resubmitted course work. There is no repeat written examination.				

<b>Contact Hours</b>				<b>Non-Contact Hours</b>			<b>Total Effort (Hours)</b>
Lecture	Practical- Group Work	Tutorial – Remote	Seminar	Assignment	Placement	Independent Work	
<b>24</b>				<b>23</b>	<b>30</b>	<b>23</b>	<b>100</b>

<b>Module Workload and Resources</b>				
<b>Workload</b>		<b>Part-time</b>		
<b>Type</b>	<b>Description</b>	<b>Hours</b>	<b>Frequency</b>	<b>Average weekly learner workload</b>
Lecture	Class lectures	3	Every week	3
Independent and directed learning	Reflective, Library and Home study	4	Every week	4
Tutorial	N/A			
Total weekly learner workload				<b>7</b>
Total weekly contact hours				3
Total Module contact hours				24

<b>Resources</b>
<b>Recommended Book Resources</b>
Harmer, J: <i>How to teach English</i> . Pearson Education Limited, 2007

Jenkins, J: *World Englishes. A resource book for students.* (2<sup>nd</sup> Edn). Abingdon: Routledge 2009

Kirkpatrick, A: *World Englishes. Implications for International Communication and English Language Teaching.* Cambridge University Press. 2007

Richards J.C & Rodgers T.S: *Approaches and methods in language teaching.* Cambridge: CUP. 2001

Walker, R: *Teaching the Pronunciation of English as a Lingua Franca.* Oxford University Press. 2010

#### Supplementary Book Resources

Crystal, D: *English as a Global Language* (2<sup>nd</sup> Edn). Cambridge: Cambridge University Press 2003

Freeman, D.L: *Techniques and Principles in Language Teaching.* Second Edition 2008

#### Recommended Article/ Paper Resources

Jenkins, J : *English as a Lingua Franca from the classroom to the classroom.* ELT journal, 66(4), 486-494. 2012

Graddol, D: *English Next, Why global English may mean the end of 'English as a Foreign Language.* British Council 2006

#### Supplementary Article/ Paper Resources

Dewey, M. 2012. 'Towards a post-normative approach: learning the pedagogy of ELF'. *Journal of English as a Lingua Franca* 1/1: 141–70.

#### Other Resources

British Council: <https://www.teachingenglish.org.uk/> Learning resources

British Council Research papers: <http://englishagenda.britishcouncil.org/research-papers>

EAQUALS: <http://eaguals.org/> CEFR resources – syllabus design frameworks

IATEFL: <http://www.iatefl.org/>

<b>Module Title:</b>	Professional e-Portfolio
<b>ECTS Credits:</b>	5
<b>NFQ Level:</b>	8
<b>Module Co-ordinator:</b>	Stephen Cloak
<b>Module description:</b>	<p>The aim of this module is the develop a professional portfolio. It will equip them with the knowledge and skills needed to create a professional portfolio.</p> <p>Learners will be encouraged to reflect on the values beliefs and assumptions they have held as regards teaching English to international language learners. They will complete tasks which helps them evaluate to what extent their own pedagogical practices have empowered/disempowered language users wishing to use English as a global language.</p> <p>The professional development part of this module focuses on skills required when presenting a professional identity. The e-Portfolio will be give the learners the skills to build a platform which effectively communicates their professional development. This can be in turn used to connect with other professionals in the field. It is essential that these learners build a support network that allows for the effective dissemination of creative pedagogical professional practice in Irish ELT Market.</p>
<b>Learning outcomes:</b>	
<b>On successful completion of this module the learner will be able to</b>	
<ol style="list-style-type: none"> <li>1. Reflect upon key CPD events in ELT Career and set new professional development objectives</li> <li>2. Reflect on key professional development milestones.</li> <li>3. Identify and evaluate personal learning style</li> <li>4. Establish new professional development objectives</li> <li>5. Identify key pedagogical tools required to teach international learners English</li> <li>6. Explain and analyse alternative pedagogical strategies used when teaching people Global English.</li> <li>7. Distinguish the principles that define TEFL and ELF</li> <li>8. Critique the use of such pedagogical skills in order to develop personal and professional communication strategies</li> <li>9. Explain and analyse alternative pedagogical strategies used when teaching people Global English.</li> <li>10. Outline the main types of Technology that are available to educators who wish to teach English as a global language.</li> </ol>	

### Module Content and Assessment

Indicative Content	
<b>Introduction to E-Learning</b> 8.2.1 Tutorial in how to create e-portfolio 8.2.2 Digital Literacy	
<b>Digital literacy skills</b> 4.2.1 My learning style 4.2.2 Reflective learning 4.2.3 E-exploration (Walls)	
<b>Internet Research</b> 4.3.1 Correct Digital Referencing	
<b>Professional Identity</b> 1.1.1 ELT Career Development 1.1.2 CV 1.1.3 Cover letter 1.1.4 Interview techniques 1.1.5 ELT Networking 1.1.6 CPD reflection	
<b>Pedagogical Development</b> 1.1.6.1 Key milestones 1.1.6.2 Challenges 1.1.6.3 How they were overcome	
<b>Global English Review (related to modules 1-3)</b> 1.2 Academic overview 1.2.1 Global English in Business 1.2.1.1 ELT education in Ireland 1.2.1.2 Hiberno English 1.2.1.3 QA Regulations 1.2.2 Peer lead learning 1.2.2.1 LF Pronunciation Forum 1.2.2.2 LF Wiki	

Assessment Breakdown	
<b>Professional e-Portfolio</b>	100%
<b>Final Exam Assessment</b>	0%

Coursework Breakdown				
Type	Description	Outcome Addressed	% of total	Assessment date
Professional e-Portfolio	Web Posts related to global English	7,8,9,10	60%	Week 1-24
E-exploration	Online Research investigating barriers in communication.	5,6	30%	Week-18
Professional Profile	Digital Professional Profile including CV & links to LinkedIn	1,2,3,4	10%	Week-22
Reassessment Requirement				
This module is reassessed solely on the basis of re-published e-Portfolio. There is no repeat presentation.				

Contact Hours				Non-Contact Hours			Total Effort (Hours)
Lecture	Practical-Group Work	Tutorial – Remote	Seminar	Assignment	Placement	Independent Work	
15		20		35		30	100

Module Workload and Resources				
Workload			Part-time	
-Type	Description	Hours	Frequency	Average weekly learner workload
Lecture	Class lectures	3	Every week	3
Independent and directed learning	Reflective, Library and Home study	4	Every week	4
Total weekly learner workload				7

Total weekly contact hours	3
Total module contact hours	24

Resources
Recommended Book Resources
<p>Stefani, L., Mason, R., &amp; Pegler, C: <i>The educational potential of e-portfolios: Supporting personal development and reflective learning</i>. Routledge. 2007</p> <p>Wankel, L. A., &amp; Blessinger, P. (Eds.). <i>Increasing Student Engagement and Retention Using Social Technologies: Facebook, E-portfolios and Other Social Networking Services</i>. Emerald. 2012</p>
Supplementary Book Resources
<p>Kolb, D. A. <i>Experiential learning: Experience as the source of learning and development</i>. Englewood Cliffs, NJ: Prentice-Hall. 1984</p> <p>Light, T. P., Chen, H. L., &amp; Ittelson, J. C: <i>Documenting learning with ePortfolios: A guide for college instructors</i>. John Wiley &amp; Sons. 2011</p> <p>Schön, D. A: <i>he reflective practitioner: How professionals think in action</i>. New York, NY: Basic Books. 1983</p> <p>Schön, D. A: <i>Educating the reflective practitioner: Toward a new design for teaching and learning in the professions</i>. San Francisco, CA: Jossey-Bass. 1987</p>
Recommended Article/ Paper Resources
<p>Amare, N., &amp; Manning, A: Writing for the robot: How employer search tools have influenced résumé rhetoric and ethics. <i>Business Communication Quarterly</i>, 72, 35-60. 2009</p> <p>Arnulf, J. K., Tegner, L., &amp; Larssen, Ø: <i>Impression making by résumé layout: Its impact on the probability of being shortlisted</i>. <i>European Journal of Work &amp; Organizational Psychology</i>, 19, 221-230. 2010</p> <p>Bailey, J. R., Saporito, P., Kressel, K., Christensen, E., &amp; Hooijberg, R: <i>A model for reflective pedagogy</i>. <i>Journal of Management Education</i>, 21, 155-167. 1997</p> <p>Becze, E: <i>Résumé writing, Part 1: Develop a self-inventory</i>. <i>ONS Connect</i>, 23(2), 29. 2008</p> <p>Bower, L. L: <i>Student reflection and critical thinking: A rhetorical analysis of 88 portfolio cover letters</i>. <i>Journal of Basic Writing</i>, 22(2), 47-66. 2003</p> <p>Brown, L. M: <i>Say novelty, not novice: Avoiding the résumé mistakes common among young professionals</i>. <i>Public Relations Tactics</i>, 15(4), 10. 2008</p> <p>Cole, M. S., Rubin, R. S., Feild, H. S., &amp; Giles, W. F: <i>Recruiters' perceptions and use of applicant résumé information: Screening the recent graduate</i>. <i>Applied Psychology: An International Review</i>, 56, 319-343.</p>

2007

Conn, C. E: Integrating writing skills and ethics training in business communication pedagogy: A résumé case study exemplar. *Business Communication Quarterly*, 71, 138-151. 2008

Cunliffe, A. L: On becoming a critically reflexive practitioner. *Journal of Management Education*, 28, 407-426. 2004

Dias, P., Freedman, A., Medway, P., & Paré, A. (1999). *Worlds apart: Acting and writing in academic and workplace contexts*. Mahwah, NJ: Lawrence Erlbaum.

DeKay, S. H: Expressing emotion in electronic job cover letters. *Business Communication Quarterly*, 69, 435-439. 2006

Lynch, M: Against reflexivity as an academic virtue and source of privileged knowledge. *Theory, Culture & Society*, 17, 26-54.2000

Johnson-Sheehan, R: *Writing proposals: Rhetoric for managing change*. London, England: Pearson Education. 2002

Gooren-Sieber, S: *Information Management for Digital Learners: Introduction, Challenges, and Concepts of Personal Information Management for Individual Learners*. University of Bamberg Press, May 20, 2014.

Graddol, D: *English Next, Why global English may mean the end of 'English as a Foreign Language*. British Council 2006

#### Supplementary Article/ Paper Resources

Beetham, H: ePortfolios in post-16 learning in the UK: Developments, issues and opportunities in the UK. Bristol, UK: JISC. Retrieved from <http://www.jisc.ac.uk/media/documents/themes/elearning/eportfolioped.pdf> 2006

Bohnert, D., & Ross, W. H: The influence of social networking web sites on the evaluation of job candidates. *Cyberpsychology, Behavior, and Social Networking*, 13, 341-347. 2010

D'Cruz, H., Gillingham, P., & Melendez, S: Reflexivity, its meanings and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37, 73-90. 2007

Kidwell, R., Jr: "Small" lies, big trouble: The unfortunate consequences of résumé padding, from Janet Cooke to George O'Leary. *Journal of Business Ethics*, 51, 175-185.2004

Lorenzo, G. and Ittleson, J: *Demonstrating and assessing Student Learning with ePortfolios*, Educause Learning Initiative, ELI paper no.3, October 2005. Retrieved from <https://net.educause.edu/ir/library/pdf/eli3003.pdf> 2005

Love, D., Gathercoal, P. and McKean, G: *Portfolios to Webfolios and Beyond: Levels of Maturation*. PDF. Journal: *Why IT Matters to Higher Education –EduCause Review*. Retrieved from <http://www.educause.edu/ero/article/portfolios-webfolios-andbeyond-levels-maturation> 2004

Gale, A. J., Martin, D., Martin, K. and Duffey, M. A: The Burnout Phenomenon: A Comparative Study of Student Attitudes Toward Collaborative Learning and Sustainability. *Journal of Interior Design*, Volume 39,

Issue 1, pages 17–31, March 2014

Thacker, R. A., & Yost, C. A: Training students to become effective workplace team leaders. Team Performance Management, 8, 89-94. 2002

#### **Other Resources**

Word press: <https://wordpress.com/>

Linkedin: <https://www.linkedin.com/>



1.	The staff involved in the delivery and execution of this programme will be qualified English Language/ applied linguistic educators with a wide variety of knowledge and experience within this area and current practice.
2.	Students will be based within a classroom environment for lectures with support and assistance throughout
3.	Online support will be continuously available to all learners of the programme
4.	On completion of this programme learners may further their learning within the Applied Linguistics English field.
5.	Reading lists are available upon each module descriptor and extra reading lists will be made available to all learners of the programme.
6.	Any student who may have any impairment, can avail of further assistance from the lecturer i.e. handouts, assistive technology

#### **Artefact 4.1: Award Standard**

##### **Level 8**

## Higher Certificate

<b>Title</b>	Higher Certificate
<b>Purpose</b>	This is a multipurpose award type. The knowledge, skill and competence acquired are relevant to personal and professional development, employment in the ELT industry, and access to additional education and training
<b>Level</b>	8
<b>Volume</b>	Large
<b>Knowledge- breadth</b>	Specialised knowledge of a broad area
<b>Knowledge- Kind</b>	Some theoretical concepts and abstract thinking, with significant underpinning theory
<b>Know-how and skill range</b>	Demonstrate comprehensive range of specialised skills and tools
<b>Know-how and skill-selectivity</b>	Formulate responses to well defined abstract problems
<b>Competence- context</b>	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill knowledge to a wide variety of contexts
<b>Competence- role</b>	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple complex and heterogeneous groups
<b>Competence- learning to learn</b>	Take initiative to identify and address learning needs and interact effectively in a learning group

<b>Competence- insight</b>	Express an internalised, personal world view, reflecting engagement with others
<b>Progression and transfer</b>	Progression to a programme leading to a Masters Degree in Applied Linguistics (Level 8)

## Artefact 5.1: Execution of Programme and Module Learning outcomes

	<b>Programme Learning Outcomes</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
1	Gain a deep understanding of the definition, history, and linguistic development of English as a global language.	X	X		X
2	Enhance a greater awareness of how people use English in our Globalised world	X			X
3	Develop an understanding of effective communication techniques needed to support and improve interactions in Lingua Franca learning spaces.			X	X
4	Acquire new pedagogical skills to support, enhance and enable people to communicate more effectively in their second language.			X	X
5	Create inclusive practices to engage and support effective relationships and participation within multi-cultural classrooms.			X	X
6	Investigate and develop effective evaluating tools to support the implementation of Lingua Franca approaches.		X	X	X
7	Evaluate different pedagogical techniques that are advocated for teaching English as a Global Language	X		X	X
8	Demonstrate the ability to build a professional portfolio which highlights past achievements and future learning objectives.				X
9	Review personal attitudes, values, beliefs, and assumptions in relation to non-native speakers of English.		X		X
10	Evaluate the importance of self reflection and professional development objectives for ELT educators.				X



## Appendix

### 1.1 Glossary of Terms

Common terms and abbreviations found in this paper are displayed below for reference.

Terms and Acronym	Explanations and Definitions
Lingua Franca	<p>Lingua Franca is a term used when two people who speak different languages decide to communicate through a third language which is not the first language of either social actor. Lingua Franca is defined in the dictionary as;</p> <p><i>“A language used for communication between groups of people who speak different languages”.</i></p> <p>(Cambridge Dictionary 2015)</p> <p>The Global Lingua Franca has changed over-time in the ancient world Latin &amp; Greek were the default Lingua Franca. In the 19<sup>th</sup> century French acted as the business Lingua Franca.</p>
English as a Lingua Franca (ELF)	<p>Most countries teach English as a second language. As a result English is the dominant Lingua Franca in business and travel globally. This has been referred to as English as a Lingua Franca (ELF)</p>
ELT	<p>English Language Teaching (ELT) is the preferred professional acronym for the teaching of English to non-native speakers. This has replaced the older term, Teaching English as a Foreign Language (TEFL).</p>
TEFL	<p>Teaching English as a Foreign Language (TEFL) is an historic acronym for the teaching of English to non-native speakers. This terms use is still used widely by the public</p> <p>.</p>
Global Englishes	<p>English is a global language which has been spread through military and cultural imperialism. It’s complexity is an integral part of globalisation. Global English is;</p> <p><i>“A translocal language, a language of fluidity and fixity that moves across, while becoming embedded in, materiality of localities and social relations. English is bound up with transcultural flows, a language of imagined communities and refashioning identities”.</i></p> <p>(Pennycook, A. 2007)</p>
Global Language	<p><i>A language is recognised as a global language when it;</i></p> <p><i>“Achieves a genuinely global status when it develops a special role that is recognised in every country”.</i></p> <p>(Crystal, D. 2012)</p>

## Appendix 1.2 Alternative ELT methodologies

Cognitive Code Approach	Grammar rules	Form and test hypotheses to discover and acquire TL rules	Do inductive/deductive grammar exercises
Desuggestopedia	Whole, meaningful texts; vocabulary emphasized	Overcome psychological barriers to learning	Desuggest limitations: teach lengthy dialogs through musical accompaniment, playful practice and the arts
Community language learning	Student generated	Learn non-defensively as whole persons, following development stages	Include the elements of security. attention. aggression, reflection, retention, discrimination
Comprehension Approach: Natural Approach, the learnables, and Total Physical Response	Vehicle for communicating meaning; vocabulary emphasized	Listen; associate meaning With TL directly	Delay speaking until students are ready; make meaning clear through actions and visuals

(Larsen-Freeman, D., & Cameron, L. 2008)

## Appendix 2.1 Research Overview

Qualitative research is focused on the understanding that social actors have of their environment (Cresswell, J 2009) As Dörnyei and Peacock, 2010 found;

*“Learner perceptions and self-report are a useful and valid source of data in a qualitative study”.*

(Dörnyei, Z 2007 & Peacock, 2010).

Qualitative interviews create a creative and dynamic environment that fosters interaction between the researcher and social actors Wilkinson, D. (2000). The qualitative interviewer is a staff space which fosters collaboration between the researcher and the research subjects. Interviewees are encouraged to share personal experiences and perspectives and findings can be noted by a researcher. The researcher’s unbiased questions to keep the research subject focused on issues related to the objectives of this research.

### Appendix 2.2.1 Research tool 1: Timeline

Each participant will be invited to plot personal milestones on a piece blank A4 paper.

The Researcher will encourage participants to start out with traditional ones such as starting school, starting college/university, graduation, moving town/country. Milestones may also include significant moments e.g. a teacher who made a difference to the decisions they made in their lives.

As students plot milestones, the researcher will ask participants to put a + or – sign in terms of the effect on their lives and then write what role effective communication or language learning played. Participants will then be asked to elaborate.

### Appendix 2.2.2 Purpose of first Research tool

The timeline was introduced to allow research subjects identify personal pedagogical milestones allowing them structure a coherent narrative of their Language learning experience.

### Appendix 2.3.1 Research tool 2: Interview

In the second stage of research, semi-structured interviews will be conducted with participants to gather in-depth information. These interviews will use questions that are informed by relevant literature. A real human interaction moves the dynamic away from a mechanical collection of data to one of shared collaboration and understanding.

As a research tool, interviews conducted by skilful interviewers have several advantages over other research tools. Interviews have a better response rate (Oppenheim, 1992; Bell, 2005)



“Semi-Structured Interviews are also an adaptable tool and the interviewer can use tone of voice, facial expressions and body language to probe deeper into issues as these come up”.

(Bell, 2005).

This adaptability can be a great advantage when working with international participants. The interviewer when prepared can adapt to the individual needs of each international learner. (Oppenheim, 1992; Dörnyei, Z 2007).

These interviews will be conducted on a one-to-one basis and recorded on digital video recorders. All recording will be explained to participants and transcripts will be provided before publication of the final paper. Recording will be kept for one year and then destroyed by the researcher.

### **Appendix 2.3.2 Purpose of first Research tool**

The purpose of these research interviews

### **Appendix 2.3.3 Research Questions**

1. When did you start learning English?
2. How old were you when you started?
3. Do you remember your first class?
4. Did you enjoy learning English?
5. Did you learn English at School?
6. Did you learn English in a private academy?
7. Was your teacher a native or non-native speaker?
8. What was their style of learning?
9. Have you completed third level education?
10. What language did you use to study at Third Level?
11. In what contexts do you speak English?
12. Do you feel different when you speak English?
13. Is having an accent important?
14. What characteristics does a proficient speaker of English have?

### **Appendix 2.4 Piloting**

To ensure that questions used in the Qualitative interview are optimal, piloting will be carried out with a similar student in the field. The participant of this piloting interview will be excluded from the final sample.

A recording will be made of this practice interview to identify mistakes and unclear questions. It will not be necessary to transcribe this pilot. These questions will be re-worded or eliminated from the final qualitative interviews.

Piloting will be used to highlight questions that make participants feel uncomfortable and resistant to sharing their opinions. Finally it allows the interviewer familiarise themselves with the questions that will be asked and this will allow them use an appropriate pace.

## Appendix 2.5 Sample Profile

**Number of students in Sample:** 8

**Age Range:** Young adults approximately 18 – 35

**Gender:** Balanced Mix - Four male/Four Female

**Nationality of Students:**

- South American - Mixture of Brazilians Venezuelans
- North Americans: Mexican

**First Language:** Spanish and Portuguese

**English Language range (on Common European Framework of Languages):** B2+ - C2

**English Language Assessments:** The majority of learners were undecided at time of interview. Many were evaluating if they would take the IELTS or First Certificate exam.

**Average educational attainment:** Completed Degree in a range of fields

**Educational objectives:** Majority wish to enter higher education in the short to medium term.

## Appendix 2.6.1 Coding

### Appendix 2.6.3 Emergent Themes from Qualitative Research with Industry Experts

Theme	Key Qualitative Data
Theme 1: Government Strategy	<p><b>Improving Standards</b></p> <p>3<sup>rd</sup> Level: Stepping in to try and you know ensure the standards within the Sector and also to ehh to weed out what was happening with visa factories etc.</p> <p><b>Building International Relationships</b></p> <p>3<sup>rd</sup> Level: I think that you know emmm the name has gone Enterprise Ireland was doing a pretty good job abroad you know yeah generally speaking you know our interaction with them has been pretty positive trade missions have been organized emm to China to India to the Middle East you know have been quite enterprising you know</p> <p><b>Unclear Objectives</b></p> <p>DOS: we've seen evidence of a strategy, I don't think their strategy is very explicit or clear</p> <p>University: Not aware of a very highly-visible strategy from the Irish government</p>
Theme 2: Promoting Ireland	<p><b>Promoting Ireland could be better</b></p> <p>3<sup>rd</sup> Level: Look there's always room for improvement yeah let me put it like that.</p> <p>University: I do because it's off the radar</p> <p><b>ELT industry Key to Tourism</b></p>

	DOS: We're really highly developed tourist industry; I suppose like all education it brings a lot of money into the country.
Theme: Links with Higher Education	<p><b>Tarnished Image</b></p> <p>3<sup>rd</sup> Level: Eden college which was also providing third level courses yes now the fact that has been that those courses weren't worth the paper they were written on. now that type of damage to the reputation of the sector has been immense</p> <p><b>Missing Links</b></p> <p>DOS: No in general I don't think there's a lot of crossover ok between emm language schools emm</p> <p>University: no I think there is at Gap there I don't think universities or higher education institutes really communicate a lot with what's going on in the private sector</p>
Theme 4: Enough Support	<p><b>Enough Training</b></p> <p>DOS: No I don't! no ok, I think there's very little with regards training I mean if you think about the British Council, what they do, in the UK they generate materials they generate cultural materials they have a lot of training days, and Ireland has nothing in comparison with that.</p> <p>University: I think they kinda left on their own, I think they're treated quite poorly</p>
Theme 5: Recognised as profession	<p><b>Seasonal Job – not a profession</b></p> <p>3<sup>rd</sup> Level: summer teaching is something that someone can pick up, yeah, drop themselves into it, pick up a few bob for the summer, and go back to either work or study something else once the summer is over.</p> <p>DOS: I suppose there.... it's hard to know I think, in general they are there is that perception of oh you are just do TEFL.</p> <p>Moves towards professionalism</p> <p>University: there is this feeling that well there is these steps being made to kind of cement it as a as a profession.</p>

Theme 6: Lingua Franca	<p><b>Lingua Franca</b></p> <p>3<sup>rd</sup> Level: I think you know it's I suppose for us was designing our courses here in the college we've being concerned about the nature of immersion</p> <p>DOS: English-speaking countries like here in Ireland or in the UK emm people tend not to focus on lingua franca. Yeah, so I think that is an interesting area that should be developed and I don't think that moment it exists a lot in current courses.</p> <p>University: Particularly because we're in Europe", "I know a German student will be using" English as a LF "with their Italian or Swiss counterparts whether in business or something else"</p>
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#### Appendix 2.6.4 Emergent Themes from Qualitative Research in the field

Theme	Key Qualitative Data	Author Analysis
<b>Theme 1:</b> <i>First Contact with English</i>	<p><b>Learner One:</b> <i>The school just asked, they had to have this kind of class, and then I went... did extra course besides the classes in the school.</i></p> <p><b>Learner Two:</b> <i>Started learning English when I arrived here in Ireland my learning has been progressive, from a lower level, and then I keep running running</i></p> <p><b>Learner Three:</b> <i>I was six years old, watching Cartoon Network network, for some</i></p>	<p><b>L1:</b> Started private classes as standard high school classes didn't challenge him enough.</p> <p><b>L2:</b> Studying in Ireland allowed SS make excellent progress</p> <p><b>L3:</b> Global Media gave him first contact with</p>

	<p><i>reason the signal changed to English and I asked my mom like "mom what's going on?" Yeah she said "that's English" so I felt like interested.</i></p> <p><b>Learner Four:</b> <i>"In first year of high school, but my teacher wasn't really like a native English speaker, we never actually learnt like how to speak or have to pronounce words in English was just like the writing, it is like 90 percent Spanish".</i></p> <p><b>Learner Five:</b> <i>"my first contact with English was with my mother". "she was bringing home some new words and phrases" "yes she used to work for an American family" "she was trying to communicate with them, so ok the thing ended with she learning some English", "I was like eight or nine years old" "I was like what is that about mam? and then she was saying ohh that's English". "a kinda English classes but it was very basical things there was not nothing like to formulate a phrases"</i></p> <p><b>Learner Six:</b> <i>I started studying English four years ago back in Brazil in a Brazilian school it had American teachers. In high school: it was really weak, most of the teacher don't even speak English.</i></p> <p><b>Learner Seven:</b> <i>"I start at kindergarten okay yeah at four years ago and all my life keep studying until I finished high school"</i></p> <p><b>Learner Eight:</b> When I moved to Ireland, like 2010</p>	<p>English</p> <p><b>L4:</b> High school used Grammar translation methodology that was ineffective.</p> <p><b>L5:</b> Experience shows the global expansion of English is often linked to global economics</p> <p><b>L6:</b> Native teachers in private academy were far superior than native teachers in High school with little to no mastery of the language they were teaching.</p> <p><b>L7:</b> Learner has had contact with English all his educational life.</p> <p><b>L8:</b> Learner came to Ireland with no English ability.</p>
<p>Theme 2:</p> <p>Motivation to learn English</p>	<p><b>Learner One:</b> When I saw the necessity of learning English, because it is a language that, I can speak around the world.</p> <p><b>Learner Two:</b> yes I think that it is really useful for you and it when you are coming from a Spanish speaker a Spanish country, it is really really helpful for you for your career for you CV for your profession you have a global language</p>	<p><b>L1:</b> When learner was a teenager the importance of English as a global language became clearer.</p> <p><b>L2:</b> Highlights the importance of speaking English because it is a global language. It is closely related to professional development for learner.</p>

	<p><b>Learner Three:</b> <i>“Work was in English back in the Venezuela, yeah I used to we used to call a company in the US, there were like our server kinda helpdesk”, okay,” so I used to calling all the time but I was feeling really ashamed maybe because I felt like I sounded like really weird”.</i></p> <p><b>Learner Four:</b> <i>“I was going to study law back home, it’s kinda important to know a little bit of English if you're gonna do law in Venezuela just like a little bit”.</i></p> <p><b>Learner Five:</b> <i>“music was the most important thing in my life”, okay “so then this is English so what the are singing is English so I really wanted to know that language, to know what they are talking about that was you know that was what was encouraging me”</i></p> <p><b>Learner Six:</b> <i>“Well at first I thought that I could get a better job”,</i></p> <p><b>Learner Seven:</b> <i>“I like comic book so, yeah, I practice there emmm yeah the whole emm I was really influenced by the whole American culture, American Football”.</i></p> <p><b>Learner Eight:</b> <i>“To be honest I was not a good study”, “I started to enjoy when I start to understand”.</i></p>	<p><b>L3:</b> Learner work brought him into contact with English World. This motivated learner to improve his abilities.</p> <p><b>L4:</b> English professional requirement. This motivated learner to improve his abilities.</p> <p><b>L5:</b> Music was key motivator for this learner.</p> <p><b>L6:</b> Employment motivated learner to improve their abilities.</p> <p><b>L7:</b> American Culture key motivator for this leaner.</p> <p><b>L8:</b> Not all international students learning English are confident about their abilities. At the beginning students can feel very isolated when they can’t understand the host language &amp; culture.</p>
Theme 3: Learning Style	<p><b>Learner One:</b> <i>“I like the traditional way”. “have a book and have some exercises to do in English”. “my listening as well” “listen to music and try to write the lyrics”</i></p> <p><b>Learner Two:</b> <i>“I am visual, ok, so I have to see everything right every word every rules”.</i></p> <p><b>Learner Three:</b> <i>“Trying to do everything I could in English like using chats online, reading, books, watching TV, everything”</i></p>	<p><b>L1:</b> This evokes a teacher-centred approach of standard classroom.</p> <p><b>L2:</b> Learner prefers to see lexical information written down in the class on paper or on the whiteboard.</p> <p><b>L3:</b> Learner used all media to expand contact with</p>

	<p><b>Learner Four:</b> <i>"Well I think that, it has changed through the years" "it's different cuz I don't really study anymore, I'm in college so all of my friends are Irish, so I'm speaking English all of the time, I think I'm studying but I'm not actually studying you know what I mean because I'm not like writing and stuff"</i></p> <p><b>Learner Five:</b> <i>"Repeating what people are saying".</i></p> <p><b>Learner Six:</b> <i>"Umm I maybe the people who say maybe don't that's weird I like grammar".</i></p> <p><b>Learner Seven:</b> <i>"The way I learn better listening to music movies and stuff like that!"</i></p> <p><b>Learner Eight:</b> <i>"umm more interactive"</i></p>	<p>native and non-native speakers.</p> <p><b>L4:</b> Learner has integrated into native speaker social group. This means that language learning is no longer confined to the classroom.</p> <p><b>L5:</b> Learner uses mimicking indicating that she is a auditory learner.</p> <p><b>L6:</b> Learner uses rules and logic to learn, indicating that she is a cognitive learner.</p> <p><b>L7:</b> Learner uses music to learn English indicating that they are an auditory learner.</p> <p><b>L8:</b> Learner is social learner</p>
Theme 4: Ireland	<p><b>Learner One:</b> "I think it's really nice and I like to study here" "like to go to museums" "Go to somewhere like the cliffs of Moher, or go to the Giants Causeway, North Ireland" "know the country and know the culture" "then you can enjoy more than learning English, not just having class"</p> <p><b>Learner Two:</b> <i>"I discovered Ireland when I went to a fair, there was a stand there talking about Ireland", "because you are in an English environment the people is polite, when you try to speak with Irish people, they make everything to understand you, even when their accent is too strong and its kinda difficult to understand them yes they are always... they are willing to help you!"</i></p> <p><b>Learner Three:</b> <i>"This huge new capital of technology, so I thought well I could give it a try and then I searched it on youtube. so the fact that there were software</i></p>	<p><b>L1:</b> Learner is very positive about Dublin as a place to learn English. Highlights importance of cultural amenities such as museums. Language students also want to gain understanding of host culture.</p> <p><b>L2:</b> Learner is very positive about Dublin as a place to learn English. Highlights friendliness of Irish people.</p> <p><b>L3:</b> Learner was attracted by technology.</p> <p><b>L4:</b> Learner found it difficult to integrate into Irish society.</p>



	<p><b>companies in Ireland was attractive?</b> <i>"yeah it really attracted to me, actually Google, Facebook, Pay Pal and most of the biggest, the bigger companies from the US are here", "the startup companies are here, it's actually really fast, it's really cool to be here yeah all the people are really interesting, talk about technology or what's the common trends in Europe" "the (IT) trends here are completely different from my country"</i></p> <p><b>Learner Four:</b> <i>"It was really hard" "I think it is but it depends on you", "so I think it depends on you like to like get out there and like find people"</i></p> <p><b>Learner Five:</b> <i>I decided to come to Ireland okay to improve my English. (Dublin) it's such a Cosmopolitan, city you can get like accents from different parts of the world</i></p> <p><b>Learner Six:</b> <i>"Yeah ok because Ireland to study here is more cheap than Canada or England or America for example it's cheap, and it's allowed to work"</i></p> <p><b>Learner Seven:</b> <i>"Ad em came in facebook", " yeah I guess emm like any other English-speaking city it's cool"</i></p> <p><b>Learner Eight:</b> <i>"2010 I came just for a holiday. I loved it yeah so for me plan to comeback here"</i></p>	<p><b>L5:</b> <i>Learner focuses on Cosmopolitan nature of the city</i></p> <p><b>L6:</b> <i>Learner focused on competitive price of Ireland in ELT world market.</i></p> <p><b>L7:</b> <i>Social Media was how this Mexican learner discovered Ireland.</i></p> <p><b>L8:</b> <i>Tourism was how this Brazilian learner discovered Ireland.</i></p>
<p>Theme 5:</p> <p>Self Directed Learning</p>	<p><b>Learner One:</b> <i>I usually do by myself.</i></p> <p><b>Learner Two:</b> <i>"Yes when I started to study here I was in my classes it was in the morning then in the afternoon I didn't have anything to do so I was all the time watching videos and films with subtitles". "it was at the beginning and it was really hard and I found in internet a few page".</i></p> <p><b>Learner Three:</b> <i>do you try to immerse yourself more? "yes sometimes I do it's quite</i></p>	<p><b>L:1</b> <i>Learner one is an independent learner</i></p> <p><b>L2:</b> <i>Learner is independent likes to work alone, doesn't use study <b>groups</b></i></p> <p><b>L3:</b> <i>Emphasised the importance to speaking English</i></p>

	<p><i>annoying because you came to a country to study English and then you end like using your own language in a foreigner country it's not cool"</i></p> <p><b>Learner Four:</b> <i>do you find resources online? "yeah", "Well I think it's really easy cos English is like one I suppose is the most spoken language around the world so you can easily find information"</i></p> <p><b>Learner Five:</b> <i>"I was listening to musics all the time"</i></p> <p><b>Learner Six:</b> <i>"I use everything can, any tool, any tool, if anybody say listen to the radio before you sleep, I do it, I just I tend to listen to the kind of music I already like so it's a... an incentive!"</i></p> <p><b>Learner Seven:</b> <i>"I like comic book, music, movies"</i></p> <p><b>Learner Eight:</b> <i>"Yeah TV programmes and yeah, it was very helpful"</i></p>	<p><b>L4:</b> Uses Internet because English is the most spoken language around the world so you can easily find information.</p> <p><b>L5:</b> Learner uses music</p> <p><b>L6:</b> Learner will use any tool to fill pedagogical gap</p> <p><b>L7:</b> Learner uses popular music.</p> <p><b>L8:</b> Learner used TV</p>
Theme 6:  Language Exams	<p><b>Learner One:</b> the Jet Set</p> <p><b>Learner Two:</b> <i>"Yes I did the First Certificate in Cambridge" "but it was really funny because in the things that I thought that I was bad, I was good and the things I thought I was good I was bad"</i></p> <p><b>Learner Three:</b> <i>"I'm preparing this year for to do the IELTS and the FCE both at the same time".</i></p> <p><b>Learner Four:</b> <i>"Well I got six point five in IELTS ok but I think that it has improved" was it a good exam? "I think it was but when it comes to the speaking part I think emm I don't think they really saw how good you are"</i></p>	<p><b>L1:</b> Completed the JET Set exam. Didn't find the exam difficult</p> <p><b>L2:</b> Completed the FCE exam.</p> <p><b>L3:</b> Learner is going to prepare for the IELTS and FCE exam. Cambridge Exams are very popular in ELT market.</p> <p><b>L4:</b> IELTS was important measure for entering University.</p> <p><b>L5:</b> Learner did FETAC test, this is no longer available to VISA non-EEA students as level five</p>

	<p><b>Learner Five:</b> <i>"FETAC course"</i></p> <p><b>Learner Six:</b> <i>Ummm not yet, I'm going to do the test IELTS or Cambridge anyway"</i></p> <p><b>Learner Seven:</b> <i>"I did an Exam, because I took an English (teacher) training"</i></p> <p><b>Learner Eight:</b> <i>"yeah I do I do I want to finish my course okay I just stopped for a while"</i></p>	<p>qualifications don't qualify as international courses.</p> <p><b>L6:</b> Learner decided to do IELTS for HE or FCE for general English.</p> <p><b>L7:</b> Learner did English exam so he could teach English in his home country.</p> <p><b>L8:</b> Learner has discontinued their language course, but intends to restart her studies in the future.</p>
Theme 7: Future Plans	<p><b>Learner One:</b> <i>"I'm still not quite sure about this but I have plans, one of the options, I have to stay here would be to go college maybe to do a New new course". <b>Have you talked to Universities?</b> "Yes I went some universities to search about the time the schedule the price and what they requested to enrol me". <b>was the support good?</b> "yeah it was ok I mean, they were really really percitive (attentive), they wanted to help us". <b>So studying in Ireland has made your academic English better?</b> "just here in Ireland, that now listen how to speak something like that it's getting better here".</i></p> <p><b>Learner Two:</b> <i>"Yes currently I'm working in ahh marketing in a marketing office and I want to get ahhh start to study at University, because I want to continue my studies in a university, I would like to get a degree in business or marketing and business that is the plan, so you need to work really hard to get the IELTS to get the score that they are asking, and later continue my studies because in Ireland you have a lot of opportunities, to grow up in your career".</i></p> <p><b>Learner Three:</b> <i>"wanta ahh study here in Ireland I'm looking for doing like a master</i></p>	<p><b>L1:</b> Learner is weighing up options, they have into dialogue with universities.</p> <p><b>L2:</b> Learner has clear educational objectives and language learning goals.</p> <p><b>L3:</b> Learner has clear educational objectives.</p> <p><b>L4:</b> Learner has clear professional objectives and is currently completing degree in Ireland.</p> <p><b>L5:</b> Learner is unsure about objectives, after they arrived in Ireland their plans changed.</p> <p><b>L6:</b> Learner plans to enter third level in Ireland.</p> <p><b>L7:</b> Learner is unsure about objectives but has</p>

	<p><i>degree in computer science”.</i></p> <p><b>Learner Four:</b> <i>“I don't really want to return to my home country like I, I wanna finish my degree and hopefully work for Google”</i></p> <p><b>Learner Five:</b> <i>“When I first came here, I had in mind to learn English in order to teach become a graduated English teacher”. “As I said before the plans I had to come over here was to improve my English and go back to my country, get back to my University graduation but it didn't happen”.</i></p> <p><b>Learner Six:</b> <i>“I intend to go to College in Dublin”</i></p> <p><b>Learner Seven:</b> <i>“ahh well the original plan was to come here study six months and leave back go back home, right but now I'm am not really sure because it's a great experience and the city it's it's really cool!”</i></p> <p><b>Learner Eight:</b> <i>“I would like to be able to do courses like, no a college but maybe a something that I like to do photography cook”</i></p>	<p>clear language learning goals.</p> <p><b>L8:</b> Learner wants to focus on life-skills not academic development. Language is key to access social networks not just Higher Education.</p>
Theme 8: Identity and Language	<p><b>Learner One:</b> <i>“Depends on who I’m talking to, when I’m talking to friends I have many Irishe &amp; English friends I feel, I’m ok I can express myself! when you have some kinda formal talk with someone that I don’t know or you know express everything in the properly word it would be a little bit harder for me”.</i></p> <p><b>Learner Two:</b> <i>“I would like to speak in Spanish and then when I speak English in a different way”.</i></p> <p><b>Learner Three:</b> <b>do you feel different? when you speak English?</b> <i>“My accent is completely different”</i> <b>do you emotionally feel different? or do you feel the same?</b> <i>No I feel the same!</i> <b>Have you worked towards creating a new identity for yourself?</b></p>	<p><b>L1:</b> <i>Learner made an interesting point that they only feel different in certain circumstances.</i></p> <p><b>L2:</b> Learner wants to have two distinct linguistic identities. She wants to minimise first language interference.</p> <p><b>L3:</b> Accent is very different in English, but learner feels emotionally the same. Learner has clear goal to develop accent modelled on native norms.</p>

	<p><i>"Yeah I wish I were a native speaker but I'm trying to develop a better accent"</i></p> <p><b>Learner Four:</b> <b>do you feel different when you speak English? does your personality change?</b> <i>"It does cos of course like I'm not a native speaker so there are so many things that I think my head that I can not really express, so yeah I think my way of thinking is kinda of limited!"</i></p> <p><b>Learner Five:</b> <i>"I don't feel like myself"" I can fully express myself but the sounds that comes from my mouth not sounds weird to my ears if you know"</i></p> <p><b>Learner Six:</b> <b>do you feel different when you speak English?</b> <i>No not really. sometimes I, I don't find the words to explain myself. Ok, a bit frustrated? Yeah, yeah sometimes It happens, hahaha, but I think it happens to everyone.</i></p> <p><b>Learner Seven:</b> <i>"I was really influenced by the whole American culture"</i></p> <p><b>Learner Eight:</b> <i>"People can understand me it's ok"</i></p>	<p><b>L4:</b> Learner feels limited when speaking English. They don't have access to the same emotional range they have in their first language.</p> <p><b>L5:</b> Learner feels like somebody else. They feel strange listening to themselves speak.</p> <p><b>L6:</b> Learner doesn't feel different when she speaks English. They said that while they may struggle to say something, finding the correct wording, the same can happen to them in her first language.</p> <p><b>L7:</b> Was influenced by American culture so uses North American socio-linguistic norms.</p> <p><b>L8:</b> Learner isn't concerned about creating identity based on native norms. Rather they placed focus on intelligibility.</p>
<p>Theme 9:</p> <p>Position in Global English</p>	<p><b>Learner One:</b> <i>"non-native"</i></p> <p><b>Learner Two:</b> <i>"I'm non-native" very good and what would you say the characteristics of a native speaker? "they don't speak a second language"</i></p> <p><b>Learner Three:</b> <i>"I come from a non-native speaking country because we only speak Spanish yes, but for me was completely different because I tried to improve by myself!"</i></p> <p><b>Learner Four:</b> <i>"A non-native speaker, what are the characteristics for you of a non-native speaker? well making a lot of mistakes, Mispronunciation at least to</i></p>	<p><i>L1: Learner identified themselves as non-native</i></p> <p><i>L2: Learner identified themselves as non-native</i></p> <p><i>L3: Learner identified themselves as non-native</i></p> <p><i>L4: Learner identified themselves as non-native. Non native speakers make lots of mistakes.</i></p> <p><i>L5: Learner identified themselves as non-native</i></p>

	<p><i>misunderstandings"</i></p> <p><b>Learner Five:</b> <i>"I would say non-native"</i></p> <p><b>Learner Six:</b> <i>"Non-Native" Native speakers have an advantage "for example English because it it's an language that is spoken in the whole word if you go anywhere and you speak English is it is easier for you somehow" "I think, is more pressure for everyone to, to learn English then for an English speaker, learn another language".</i></p> <p><b>Learner Seven:</b> <i>"I think I, well in Mexico is only we only speak ehh Spanish ok so I would be in the further circle okay"</i></p> <p><b>Learner Eight:</b> <i>"Non-native, non-native yeah"</i></p>	<p>L6: <i>Learner identified themselves as non-native</i></p> <p>L7: <i>Learner identified themselves as non-native</i></p> <p>L8: <i>Learner identified themselves as non-native</i></p>
<p>Theme 10:</p> <p>Accents</p>	<p><b>Learner One:</b> <i>"actually when I started, I didn't realise the accent, the difference, nothing different", "now after two years, I'm realising who is from Ireland who is from England who is from America" "first of all it was easier for me the American accent, of course, I had my background it was all in American English. So it was easier" But now I kinda like the other accents, like English, for me in the beginning English was harder for me than Irish, now I have started to kinda like the English accent, and the Irish as well.</i></p> <p><b>Learner Two:</b> <i>(in Dublin) so you can get used to hear like different accents, because they are Brazilians, Russians a lot of people her. yes I think that (English) is really useful for you and it when you are coming from a Spanish speaker a Spanish country"! "You can handle, you can get used to that if you are student you can know how is the proper way to speak" <b>Ok right and who, and which accent is the proper way?</b> Ahhh I don't know, my accent is not.hehehe I don't think American, (is the proper accent) I don't like the American accent, I like the British accent, but I would</i></p>	<p><b>L1:</b> Learner notes that he couldn't distinguish accents when he started to learn English. American English was the easiest to understand at the beginning but now understands British and Irish accents.</p> <p><b>L2:</b> Dublin has a wide range of nationalities speaking English creating a mixture of accents. Learner makes reference to Correct English.</p> <p><b>L3:</b> Venezuela is heavily influenced by American English. First contact with British English was James Bond. For learner British English is associated with cultural sophistication.</p> <p><b>L4:</b> Learner finds peer at university have neutral</p>

	<p><i>like to learn the Irish accent or British or good accent, I don't know, I would be really happy if I know.</i></p> <p><b>Learner Three:</b> <i>"Yeah everything that we have in Venezuela is actually American English. I think my first encounter with British English was James Bond, he sounded so cool! yeah it sounded more classy like!"</i></p> <p><b>Learner Four:</b> <i>"It depends like my friends from College (DCU) have a really really like neutral accent". What accent would you like to have? "I would like to have like a British accent". and why did you choose that accent, a British accent? "I don't know it just sounds like really fancy",</i></p> <p><b>Learner Five:</b> <i>"it's funny cos I, as I said I em always had more contact with the American culture and people so i think is the AmErrr, I think the American accents".</i></p> <p><b>Learner Six:</b> <i>"Personally I think it depends on person not on the accent".</i></p> <p><b>Learner Seven:</b> <i>"ahh yeah... it's sometimes I get... it's hard to understand ehh people here some people have these really really thick eh Dublin accents"</i></p> <p><b>Learner Eight:</b> <i>"I just want to be understood, people can understand me it's ok"</i></p>	<p>accent. Learner would like a British accent as he associates it with sophistication.</p> <p><b>L5:</b> Home country is heavily influenced by American English.</p> <p><b>L6:</b> Learner associates intelligibility with individual's not regional accents.</p> <p><b>L7:</b> Learner finds <i>thick eh Dublin accents hard to understand.</i></p> <p><b>L8:</b> Accent isn't important learner places emphasis on intelligibility.</p>
Theme 11: Travel	<p><b>Learner One:</b> <i>"go to somewhere like the cliffs of moher, or go to the Giants Causeway, North Ireland".</i></p> <p><b>Learner Two:</b> <i>When I'm travelling abroad Ireland and I go to I country who doesn't speak English as a first language I am in panic really hehehe, yes, Yes actually it was so funny when I went Poland because anybody can you speak English there I was in panic and it was really high (hard) and I missed so much the people speak English.</i></p>	<p><b>L1:</b> <i>Learner has used the money he has earned in Ireland on Local tourism</i></p> <p><b>L2:</b> Learner, who speaks two global languages (Spanish and English), feels like they are outside their comfort zone when they travel to places outside the English speaking world.</p>

	<p><b>Learner Three:</b> No mention of Travel was made in this interview</p> <p><b>Learner Four:</b> <i>"no not really, I'm not a big fan of travel"</i></p> <p><b>Learner Five:</b> <i>"We had friends who knew people from the US so they are coming to stay with us to visit us and then at a time I was I had attended class".</i></p> <p><b>Learner Six:</b> <i>"I have been to Amsterdam, but everyone can speak English really well"</i></p> <p><b>Learner Seven:</b> Travel was not discussed in this interview. This student hasn't travelled extensively in English world since he was a small child</p> <p><b>Learner Eight:</b> No mention of Travel was made in this interview</p>	<p><b>L3:</b> N/A</p> <p><b>L4:</b> Learner doesn't like to fly.</p> <p><b>L5:</b> Learner spoke global English with travellers in her home country.</p> <p><b>L6:</b> Used English to travel to non-English speaking country.</p> <p><b>L7:</b> N/A</p> <p><b>L8:</b> N/A</p>
<p>Theme 12:</p> <p>Supports from non-native Speakers</p>	<p><b>Learner One:</b> <b>was the support good?</b> <i>it was ok I mean, they were really really percitive (attentive)</i></p> <p><b>Learner Two:</b> <i>yes they were really good</i> (Higher Education –International office) actually they gave me the contact so I can go, maybe I can arrange an appointment and go again to ask any doubt.</p> <p><b>Learner Three:</b> <i>"I went to DIT entry into college to sort all the paper out what I need what's my current status" "actually the people from Ireland are really supportive!"</i></p> <p><b>Learner Four:</b> <i>"mmm I don't think so well I, I mean it was kinda easy for me cos when it comes to the technical words English and Spanish are quite similar".</i></p> <p><b>Learner Five:</b> <i>"The teachers the adapt or adjust themselves towards knowing that we don't know".</i></p>	<p><b>L1:</b> Learner confirmed that the support he received from Irish Universities was good.</p> <p><b>L2:</b> Learner confirmed that the support he received from Irish Universities was good.</p> <p><b>L3:</b> Learner confirmed that the support he received from Irish Universities was good.</p> <p><b>L4:</b> Learner noted how the influence of Latin as an archaic Lingua Franca still impacts education.</p> <p><b>L5:</b> Learner focused on importance of language educators' adapting to learner needs.</p> <p><b>L6:</b> Learner focused on importance of language</p>



	<p><b>Learner Six:</b> <i>"A patient teacher!"</i></p> <p><b>Learner Seven:</b> Supports for non-native speakers was not discussed directly in this interview. Student is still unsure if they wish to study at Third Level in Ireland</p> <p><b>Learner Eight:</b> <i>"to do things very practical"</i></p>	<p>educators' patience</p> <p><b>L7:</b> N/A</p> <p><b>L8:</b> Learner wants to get stuck in, not get bogged down in theory.</p>
<p>Theme 13:</p> <p>Social Support</p>	<p><b>Learner One:</b> Social Supports for non-native speakers was not discussed directly in this interview</p> <p><b>Learner Two:</b> Social Supports for non-native speakers was not discussed directly in this interview</p> <p><b>Learner Three:</b> <i>"well if you come here and you don't have any English at all, it could be really hard, you could feel depressed or feel like home sick all the time because so wanna go back and you feel like the Irish people are really like rejecting you they speak their own language, they don't understand what you say so you just need to prepare!" "Yeah most of my friends here are eumm European Union, Well we usually use is English it's easier that way"</i></p> <p><b>Learner Four</b> <i>"Emm I think that it did cos of course I had family they paid for everything, but it wasn't helpful with my English. I have some friends in my class and computer applications, but then we have a lot of societies in DCU".</i></p> <p><b>Learner Five:</b> <i>"Ohh my god actually I was telling this story to somebody to a customer in the restaurant the other day!"</i></p> <p><b>Learner Six:</b> <i>"I'm not really a sociable person". But learner has "American friends, people from other parts of the world"</i></p>	<p><b>L1:</b> N/A</p> <p><b>L2:</b> N/A</p> <p><b>L3:</b> Learner notes that it is important to integrate into host culture.</p> <p><b>L4:</b> Learner enjoyed a lot of family support. Also highlighted importance of HE societies.</p> <p><b>L5:</b> Work provides platform for building social connections.</p> <p><b>L6:</b> Not all international learners are sociable. Highlighting that social supports need to be tailored to range of personalities.</p> <p><b>L7:</b> Learner was proactive building a social network with other students.</p> <p><b>L8:</b> N/A</p>

	<p><b>Learner Seven:</b> <i>"I decided to, to make as many friends as I could" "we have to be supportive with each other to be like family if you need something if I can help, I will help"</i></p> <p><b>Learner Eight:</b> Social Supports was not discussed directly in this interview.</p>	
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## Appendix 2.7 Expert Advice

When developing a new course it is essential to consult with experts. The author has decided to interview three experts from the field of applied linguistics;

- A professor of applied linguistics of an Irish University (Trinity College).
- A Director of Studies responsible for Applied Linguistics Department in a third level institution.
- A Director of studies at an Acels and EAQUALS accredited Private language college.

In the interviews were held in April 2015 the following interview guide was used

1. Have you been able to identify a government strategy in relation to the English language in Ireland?
2. Do you think the Irish government need to do more to promote English as a language in Ireland?
3. Do you think that Higher Education institutions have a good relationship with Private providers of Language Education?
4. Do ELT teachers in Ireland receive enough support?
5. Are ELT educators recognised as professionals?
6. Do you think they are sidelined as nothing more than support staff in the more important task of educating real subjects?
7. Do you think that Lingua Franca is an important consideration for Curriculum designers?
8. Do you think that English is evolving in our globalised society?
9. Do you think that Irish Universities are aware of changes in global English?
10. Do you think that English language assessments such as IELTS meet the needs of International students making a transition into Higher Education in Ireland?
11. What are the shortcoming of IELTS?
12. Do you think the IELTS score is an accurate measure of potential performance of International learners?
13. What language areas do you believe are key for International learners to integrate successfully into HE in Ireland?
14. Do you think courses foundation should look beyond a focus on language and look at cultural integration?
15. How do you think this could be achieved?
16. Is there space for an alternative to IELTS?
17. Would universities in the HE sector be interested in an alternative?

## Appendix 2.8 Ethical forms

The Information sheet and consent form was given to all participants in this research project. As outlined in the ethics section of this paper, the research outlined the purpose of the research. All participants were aware that participation in this research was voluntary and that withdrawal from the research was possible at any stage in the research.

### Appendix 2.8.1 Information Sheet

#### Information Sheet

You are being invited to participate in a study that is part of a Masters Research project entitled

*“Can Lingua Franca frame the development of a Level 8 Foundation Course?”*

This Masters by practice aims to explore the knowledge that should be included in a communication course designed for International students. This course will be designed to prepare students to effectively participate in Third level education delivered in English.

If you agree to participate in the study you will be invited to take part in a survey. A number of students will also be selected to take part in more in-depth interviews.

Participation in this research is voluntary and you may withdraw from the study at any time. All the data collected will be securely stored and only the Researcher and his supervisors will have access to it.

## Appendix 2.8.2 Consent Form

### Consent form

Stephen Cloak has explained to me what the study is about. I have read the information sheet and understand it. I had a chance to ask questions about the study and know that I can contact Stephen Cloak later on if I have any concerns or further questions about the research. I know that taking part is voluntary and I can decide not to take part at any stage and if I do any recorded information will be destroyed.

I know that the information will be stored securely and that one year after the project is completed all data will be destroyed.

By signing this form I understand that I consent to take part in the study and I give my permission to take part and have my interviews will be video recorded.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Researcher's signature:** \_\_\_\_\_

### Appendix 3.1.1 Development Decisions Framework

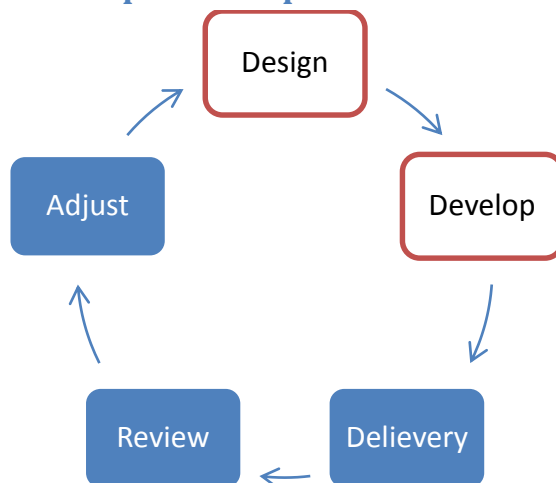
Before commencing detailed programme development work, the author carried out a review of literature to establish exactly what was the scope and purpose of the work to be undertaken. By setting broad parameters room was allowed for changes based on research findings.

All course development activities were framed by the following criteria:

- *Consistency* within course design
- *Coherence* in course design
- *Capacity* of the Author to deliver Course
- *Compliance* of relevant legislation

This process was undertaken under the guidance of my supervisor Geraldine McGling to clarify the rationale of the programme and map exactly the following development steps.

### Appendix 3.2 Development Steps



### Appendix 3.3 What Development approach was used?

The approach adopted will set out clear aims and objectives and put in place measures of effectiveness. Educational institutions especially those in the private sector put pressure on programme designers to ensure that budget spends are controlled and overt and demonstrable outcomes are clearly stated within the design of the curricula. Learning outcomes that are clearly specified makes it easier to position an educational product in the International Marketplace. The approach adopted recognises that “Liquid modernity” (Bauman 2000) creates challenges for students and curriculum designers.

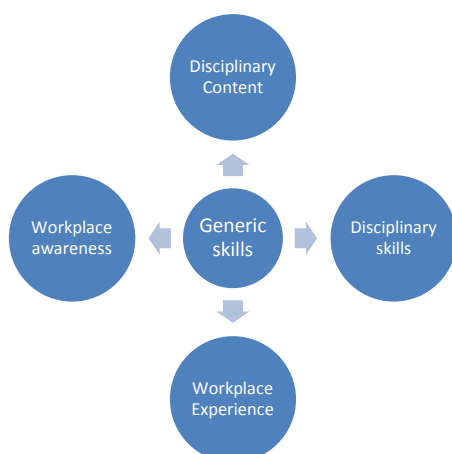
All develops when designing a programme must decide how to frame their programme recognising that different learners enter into education with different motivations. Educators must identify if a programme is developing students for the following criteria

- A discipline and it's standards
- The world of work
- The wider society
- The student her-or himself?

It may be said that it is all of those, but then large and possibly large intractable problems arise. These aims call up large and different curriculum projects for they look to developing the self in different directions. Programme designers must accept that

*“In an ever changing world information learnt by undergraduates is becoming outdated at a quicker pace. This has led some academics to propose the concept of learning how to learn. However this concept is vague and often hard to define”. P42*

Some argue that educators must frame their curriculums in such a way that develop skill sets which increase employability after graduation. A schema created by Bennett, Dunne and Carré 2000 clearly laid out what Skills Higher Education courses should develop to ensure employability.



(Bennett, Dunne and Carré 2000)

While work is an integral part of the human experience educators must be balanced. Employment shouldn't be placed as the singular aim of a curricula. Education should open the mind as well as opening doors of opportunity.

## 4.1 Artefact Overview

This course has been designed to introduce the concept of Global English to ELT teachers working in the Irish educational sector. The author has thoughtfully selected learning and teaching strategies, materials and supports that will balance the diverse learning needs of ELT professionals.

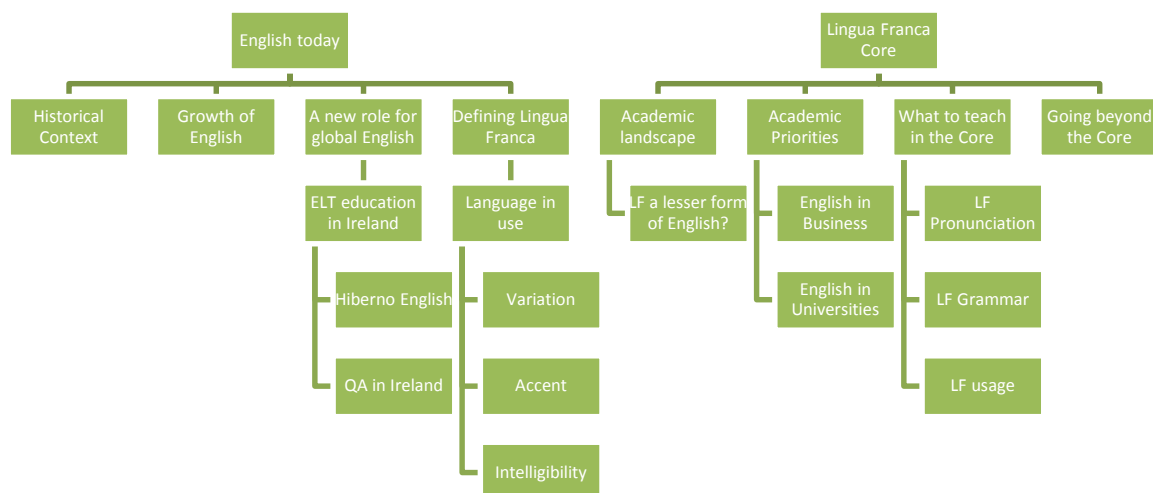
The author decided to position this course at Level 8 special award. This level is appropriate as this course will introduce in practice ELT educators to Lingua Franca theories and models.

## 4.2 Modules

Based on research carried out with language students in Ireland in 2015 the author decided to develop the following four modules.

- Module 1: Introduction to Global English
- Module 2: Who owns English? Linguistic identity
- Module 3: Language learning, Practical applications in the globalised classroom
- Module 4: Professional e-Portfolio

### Appendix 4.3.1 Module 1 - Introduction to Global English



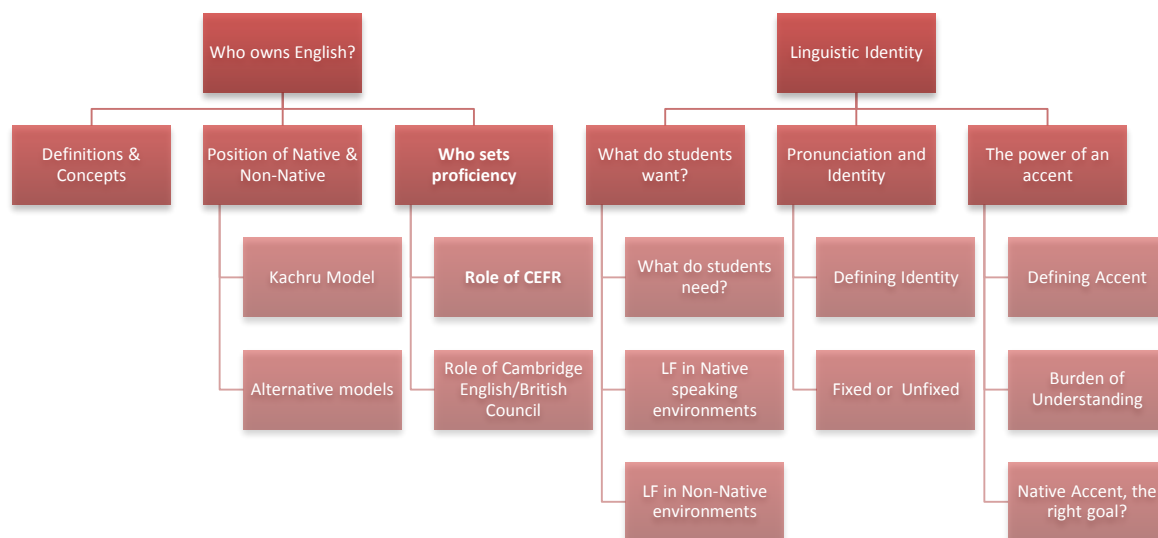
Appendix Table 4.3.1 Module Overview

Purpose of Module	Introduce learners to Global English
<b>English today</b>	Historical Context Growth of English A new role for global English <ol style="list-style-type: none"> <li>I. ELT education in Ireland</li> <li>II. <b>Hiberno English</b></li> <li>III. QA Regulations</li> </ol> Defining Lingua Franca <ol style="list-style-type: none"> <li>I. Language in use</li> <li>II. Variation</li> <li>III. Accent</li> <li>IV. Intelligibility</li> </ol>
<b>Lingua Franca Core</b>	Academic landscape <ol style="list-style-type: none"> <li>I. LF a lesser form of English?</li> <li>II. Academic Priorities</li> </ol> English in Business English in Universities What to teach in the Core <ol style="list-style-type: none"> <li>I. LF Pronunciation</li> <li>II. LF Grammar</li> </ol>



	III. LF usage IV. Going beyond the Core
Assessment outlined in Appendix 5.2	

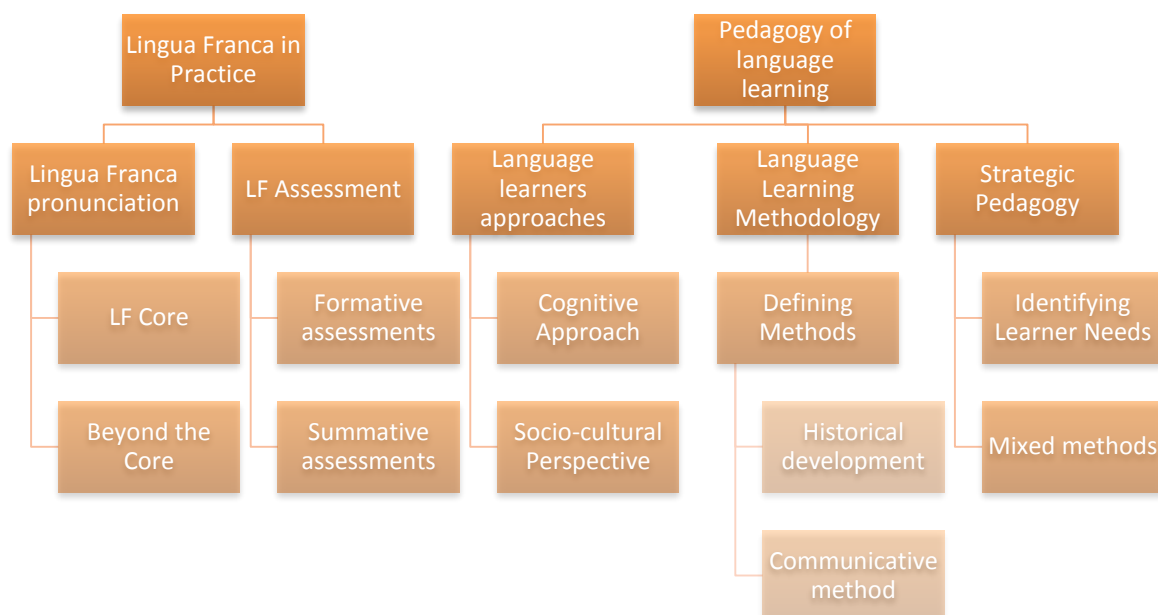
## Appendix 4.3.2 Module 2 - Who owns English?



Appendix Table 4.3.2 Module Overview

Purpose of Module	Introduce learners to Global English
<b>Who owns English?</b>	Definitions & Concepts Position of Native & Non-Native <ol style="list-style-type: none"> <li>I. Kachru Model</li> <li>II. Alternative models</li> </ol> Who sets proficiency <ol style="list-style-type: none"> <li>I. Role of CEFR</li> <li>II. Role of Cambridge English/British Council</li> </ol>
<b>Linguistic Identity</b>	What do students want? <ol style="list-style-type: none"> <li>I. What do students need?</li> <li>II. LF in Native speaking environments</li> <li>III. LF in Non-Native environments</li> </ol> Pronunciation and Identity <ol style="list-style-type: none"> <li>I. Defining Identity</li> <li>II. Fixed or Unfixed</li> </ol> The power of an accent <ol style="list-style-type: none"> <li>I. Defining Accent</li> <li>II. Burden of Understanding</li> <li>III. Native Accent, the right goal?</li> </ol>
Assessment outlined in Appendix 5.2	

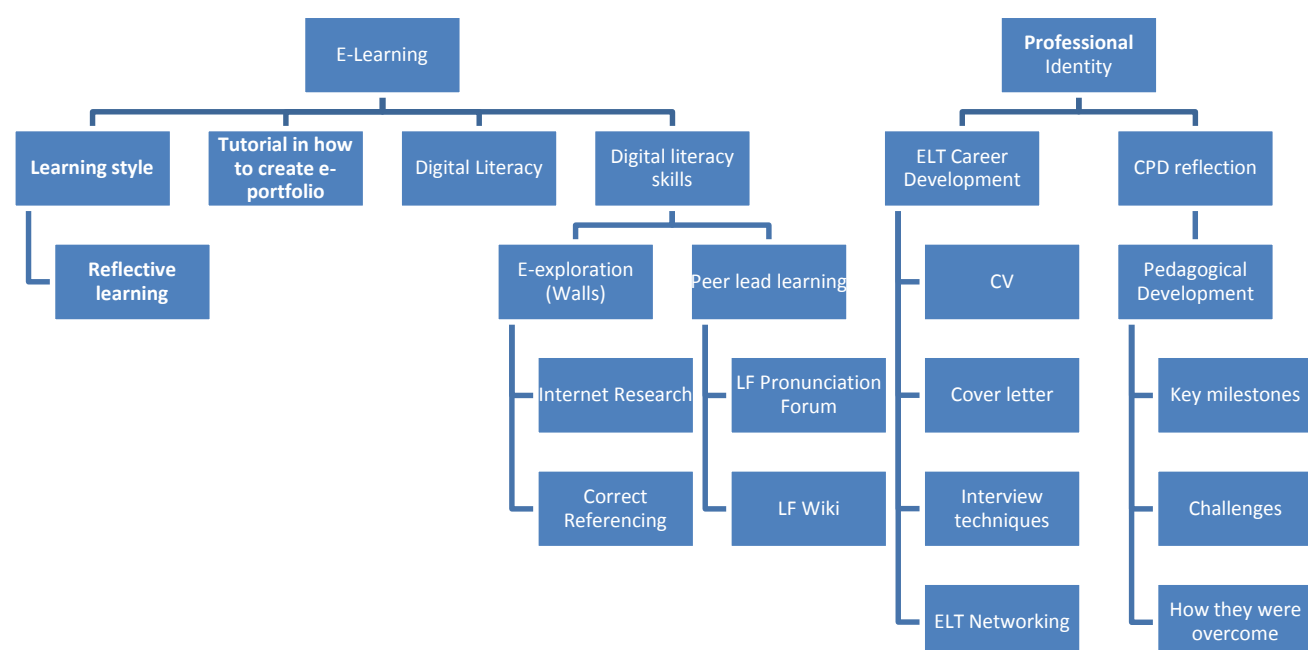
### Appendix 2.3.3 Module 3 - Lingua Franca in Practice



**Appendix Table 4.3.3 Module Overview**

Purpose of Module	Introduce learners to Global English
<b>Lingua Franca in Practice</b>	Lingua Franca pronunciation <ol style="list-style-type: none"> <li>I. LF Core</li> <li>II. Beyond the Core</li> </ol> LF Assessment <ol style="list-style-type: none"> <li>I. Formative assessments</li> <li>II. Summative assessments</li> </ol>
<b>Pedagogy of language learning</b>	Language learners approaches <ol style="list-style-type: none"> <li>I. Cognitive Approach</li> <li>II. Socio-cultural Perspective</li> </ol> Language Learning Methodology <ol style="list-style-type: none"> <li>I. Defining Methods</li> <li>II. Historical development</li> <li>III. Communicative method</li> </ol> Strategic Pedagogy <ol style="list-style-type: none"> <li>I. Identifying Learner Needs</li> <li>II. Mixed methods</li> </ol>
Assessment outlined in Appendix 5.2	

## Appendix 4.3.4 Professional e-Portfolio



Appendix Table 4.3.4 Module Overview

Purpose of Module	Introduce learners to Global English
E-Learning	<b>Learning style</b> <ol style="list-style-type: none"> <li>Reflective learning</li> </ol> <b>Tutorial in how to create e-portfolio</b> <ol style="list-style-type: none"> <li>Digital Literacy</li> <li>Digital literacy skills</li> </ol> <b>E-exploration (Walls)</b> <ol style="list-style-type: none"> <li>Internet Research</li> <li>Correct Referencing</li> <li>Peer lead learning</li> <li>LF Pronunciation Forum</li> <li>LF Wiki</li> </ol> <b>Professional Identity</b> <ol style="list-style-type: none"> <li>ELT Career Development</li> <li>CV</li> <li>Cover letter</li> <li>Interview techniques</li> <li>ELT Networking</li> </ol> <b>CPD reflection/Pedagogical Development</b> <ol style="list-style-type: none"> <li>Key milestones</li> <li>Challenges</li> <li>How they were overcome</li> </ol>

Assessment outlined in Appendix 5.2

## Appendix 5.1 Assessment

Module	Learning Outcome	Formative Assessment	Summative Assessment
1: Introduction to Global English	1. Define the term Lingua Franca and Global English 2. Identify key historical milestones in the evolution of English as a Global Language 3. Evaluate the role of English as a global language 4. Define the concept of the Lingua Franca Core 5. Identify key linguistic features required for intelligibility 6. Discuss the relationship between accent and identity 7. Assess how the use of global English has impacted the contemporary Academic Landscape 8. Debate the use of standardised entry assessments such as IELTS 9. Identify key linguistic features of Global English which facilitates Global Business 10. Discuss how ELT professionals	<i>Classroom based debate</i>  <i>Reflection in e-Portfolio</i>	<b>Essay: 80%</b>  How has English as a global language shaped the landscape of our globalised society?
			<b>Learning Outcomes Covered:</b>  <i>1,2, 4,5,6,7,9,10</i>
			<b>Classroom presentation: 20%</b>  Review the role of English as a Global Language.
		<b>Learning Outcome 1</b>	<b>Learning Outcome 1</b>

	<p>should set linguistic priorities</p>	<p>Learners will write a personal definition of Lingua Franca and Global English in a page in their e-Portfolio. This definition will be based on Literature that they have reviewed in class and self-directed learning.</p> <p><b>Learning Outcome 2</b></p> <p>Learners will create a simple time-line that is published on their e-Portfolio. This Time-line highlights the key moments in the evolution of English as a Global Language.</p> <p><b>Learning Outcome 3</b></p> <p>Learners evaluate the role of English as a global Language in International business and education in their e-Portfolios. Learners will reflect on positive and negative consequences of using English as a global language.</p> <p><b>Learning Outcome 4</b></p> <p>Summarise presentation that they gave and reflect on points their peers made.</p>	<p>In the essay learners will define the term Lingua Franca and Global English.</p> <p><b>Learning Outcome 2</b></p> <p>In the essay learners will briefly review key historical milestones in the evolution of English as a Global Language.</p> <p><b>Learning Outcome 3</b></p> <p>In the Class Presentation learners will outline the impact English as a global language has had on the cultural and economic fabric of our globalised society.</p> <p><b>Learning Outcome 4</b></p> <p>Give a class presentation that defines the Lingua Franca Core and outlines key applications.</p> <p>In the essay learners will define the term Lingua Franca Core. They will identify key academics who promote the LF core. They will also discuss criticisms and limitations of this model.</p>
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		<p><b>Learning Outcome 5</b></p> <p>Debate will be held in the classroom with the title the relationship between accent and identity. In the debate learners will identify the key linguistic features required for intelligibility.</p> <p><b>Learning Outcome 6</b></p> <p>Debate will be held in the classroom with the title the relationship between accent and identity</p> <p>In the debate learners will Discuss the relationship between accent and identity</p> <p><b>Learning Outcome 7</b></p> <p>Learners will create a post on their e-Portfolio that evaluates how Higher Education has adapted to meet the needs of International learners</p>	<p><b>Learning Outcome 5</b></p> <p>In the essay learners will identify key linguistic features required for intelligibility</p> <p><b>Learning Outcome 6</b></p> <p>In the essay learners will discuss the relationship between accent and identity</p> <p><b>Learning Outcome 7</b></p> <p>In the essay learners will assess how the use of global English has impacted the contemporary Academic Landscape</p> <p><b>Learning Outcome 8</b></p> <p>In the class presentation learners will debate the academic appropriateness of using standardised entry assessments such as IELTS</p> <p><b>Learning Outcome 9</b></p> <p>In the essay learners will identify key</p>
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		<p><b>Learning Outcome 8</b></p> <p>Learners will create a post on their e-Portfolio that evaluates the effectiveness of Language assessments.</p> <p><b>Learning Outcome 9</b></p> <p>Reflect on importance of Business English</p> <p><b>Learning Outcome 10</b></p> <p>Reflect on importance of setting clear learning objectives in the language class</p>	<p>linguistic features of Global English which facilitates Global Business</p> <p><b>Learning Outcome 10</b></p> <p>In the essay learners will discuss how ELT professionals should set linguistic priorities</p>
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2: Who owns English? Linguistic identity	<ol style="list-style-type: none"> <li>1. Explain the social and linguistic power of native and non-native English speakers</li> <li>2. Evaluate the importance of learner identity with reference to the Kachru Model</li> <li>3. Explain the implications of the expansion of English behind its historic core of native speakers</li> <li>4. Debate who sets proficiency for global language users</li> <li>5. Evaluate the importance of Common European Framework of languages</li> <li>6. Identify barriers to global English users, both cultural and attitudinal; society responses to global English</li> <li>7. Identify examples of Lingua Franca use in host cultures</li> <li>8. Identify barriers to global English users, both cultural and attitudinal; society responses to global English</li> <li>9. Propose pedagogical strategies which balance learner expectations with learner needs</li> <li>10. Defining learner identity and the role of linguistic use.</li> </ol>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
		<i>Classroom based debate</i>  <i>Reflection in e-Portfolio</i>	<b>Essay: 80%</b>  <i>With the evolution of linguistic identity in a globalised world, who should establish language norms?</i>
			<b>Learning Outcomes Covered:</b>  <i>1,2,5,6,9,10</i>
			<b>Classroom presentation: 20%</b>  <i>Language use and social power in a globalised world</i>
			<b>Learning Outcomes Covered:</b>  <i>3, 4,7,8,9,</i>
		<b>Learning Outcome 1</b>  Learners will evaluate the social and linguistic power of native and non-native English speakers in a page in their e-Portfolio. This evaluation will	<b>Learning Outcome 1</b>  In the essay learners will explore the social and linguistic power associated with Language Norms. They will compare the

		<p>be based on literature that they have reviewed in class and research they do personally.</p> <p><b>Learning Outcome 2</b></p> <p>Learners will evaluate the connection between linguistic use and social identity. They will argue if an individual's social identity is permanent or non-permanent.</p> <p><b>Learning Outcome 3</b></p> <p>Learners will reflect on positive and negative consequences of the historic expansion of global English.</p> <p><b>Learning Outcome 4</b></p> <p>Give a class presentation that defines the CEFR and outlines key applications of this language framework.</p>	<p>historic and current social prestige associated with native and non-native accents.</p> <p><b>Learning Outcome 2</b></p> <p>In the essay learners will define Learner identity. They will evaluate the importance of learner identity with reference to the Kachru Model</p> <p><b>Learning Outcome 3</b></p> <p>In the Class Presentation learners will explain the implications of the expansion of English behind its historic core of native speakers</p> <p><b>Learning Outcome 4</b></p> <p>In the essay learners will debate who sets proficiency for global language users. They will establish if native norms are the most appropriate guide when setting proficiency</p>
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		<p><b>Learning Outcome 5</b></p> <p>Debate will be held in the classroom with the title the relationship between accent and identity. In the debate learners will identify the key linguistic features required for intelligibility.</p> <p><b>Learning Outcome 6</b></p> <p>Debate will be held in the classroom with the title the relationship between accent and identity</p> <p>In the debate learners will Discuss the relationship between accent and identity</p> <p><b>Learning Outcome 7</b></p> <p>Learners will create a post on their e-Portfolio that evaluates how Higher Education has adapted to meet the needs of International learners</p> <p><b>Learning Outcome 8</b></p>	<p><b>Learning Outcome 5</b></p> <p>In the essay learners will evaluate the importance of Common European Framework of languages</p> <p><b>Learning Outcome 6</b></p> <p>In the essay learners will identify barriers to global English users, both cultural and attitudinal; society responses to global English</p> <p><b>Learning Outcome 7</b></p> <p>In the class presentation learners will identify examples of Lingua Franca use in host cultures</p> <p><b>Learning Outcome 8</b></p> <p>In the class presentation learners will identify barriers that global English users face when integrating into Academic and Business environments mediated through English. The learner will identify cultural</p>
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		<p>Learners will create a post on their e-Portfolio that evaluates the effectiveness of Language assessments.</p> <p><b>Learning Outcome 9</b></p> <p>Reflect on importance of Business English</p> <p><b>Learning Outcome 10</b></p> <p>Reflect on importance of setting clear learning objectives in the language class</p>	<p>and attitudinal barriers.</p> <p>In the essay learners will give an overview of the range of responses that stakeholders have to global English.</p> <p><b>Learning Outcome 9</b></p> <p>In the class presentation learners will outline a array pedagogical strategies which ELT educators can choose from which effectively balances learner expectations with learner needs</p> <p><b>Learning Outcome 10</b></p> <p>In the essay learners will define learner identity and the role of linguistic use.</p>
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3: Language learning, Practical applications in the globalised classroom	<ol style="list-style-type: none"> <li>Outline the historical development of English language teaching methodologies</li> <li>Evaluate the different strands that make up the current pedagogy of language learning</li> <li>Debate if the Cognitive Approach or Socio-cultural Perspective best explains how people learn languages</li> <li>Acquire new pedagogical skills to support, enhance second language learners.</li> <li>Evaluate the impact of the socio-cultural perspective on current pedagogical practices</li> <li>Identify the pedagogical approaches that facilitate learner-centred language learning.</li> <li>Establish concepts that define Lingua Franca in Practice</li> <li>Review the complexities that teaching English as a Lingua Franca</li> <li>Define the pronunciation elements that define the Native Speaker Core</li> <li>Explore how the English Language has moved beyond the Native Speaker Core</li> </ol>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
		<i>Learning Needs analysis team workshop</i>	<b>Class Presentation: 45%</b>
		<i>Class Plan team workshop</i>	<i>How English as a global language has shaped the landscape of our globalised society?</i>
		<i>Pedagogical peer review form</i>	<b>Learning Outcomes Covered:</b>
		<i>Reflection in e-Portfolio</i>	<i>1,2,3,5,6,8,10</i>
			<b>Learning needs analysis: 10%</b>
			<b>Learning Outcomes Covered:</b>
			<i>4,7,9</i>
			<b>Class Plan informed by Global English: 15%</b>
			<b>Learning Outcomes Covered:</b>
			<i>4,6,7,9</i>
			<b>Peer teaching session: 20%</b>
			<i>4,7,9</i>

		<p><b>Learning Outcome 1</b></p> <p>Learners work in teams. Each member of the team will create a summary post on the e-portfolio outlining a Historical Teaching Methodology. Each post will evaluate the effectiveness of the methodology and identify the inherent weaknesses. These will then be debated in class</p> <p><b>Learning Outcome 2</b></p> <p>Learners will evaluate in class discussions how different strands that make up the current pedagogy of language learning can be adapted to specific learner needs. Findings will be summarised in class posters.</p> <p><b>Learning Outcome 3</b></p> <p>Learners will reflect in their e-Portfolios on how their pedagogical understanding has been impacted by reviewing the Cognitive and Socio-cultural perspective to language learning.</p>	<p><b>Learning Outcome 1</b></p> <p>In the class presentation learners will outline the historical development of English language teaching methodologies</p> <p><b>Learning Outcome 2</b></p> <p>In the class presentation learners will evaluate the different strands that make up the current pedagogy of language learning</p> <p><b>Learning Outcome 3</b></p> <p>In the class presentation learners will critically compare if the Cognitive Approach or Socio-cultural perspective. They will build an argument outlining which paradigm best explains how people learn languages</p> <p><b>Learning Outcome 4</b></p> <p>In the applied ELT teachings tasks;</p> <ul style="list-style-type: none"> <li>• Learning needs analysis</li> </ul>
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		<p><b>Learning Outcome 4</b></p> <p>Learners will identify in their e-Portfolios ways in which they will apply Learning needs analysis to their own teaching delivery</p> <p><b>Learning Outcome 5</b></p> <p>Debate will be held in the classroom after all the learners have made their presentations which evaluate the impact of the socio-cultural perspective on current pedagogical practices.</p> <p><b>Learning Outcome 6</b></p> <p>Debate will be held in the classroom with the title</p> <p><b>Learning Outcome 7</b></p> <p>Learners will create a post</p>	<ul style="list-style-type: none"> <li>• Class Plan informed by Global English</li> <li>• Peer teaching session</li> </ul> <p>The learners will acquire new pedagogical skills. These skills will support, enhance second language learners.</p> <p><b>Learning Outcome 5</b></p> <p>In the Class Presentation learners will evaluate the impact of the socio-cultural perspective on current pedagogical practices. Learners will cite current best practice from applied linguistic literature.</p> <p><b>Learning Outcome 6</b></p> <p>In the Class Presentation learners will present research findings. These findings will be based on a literature review which identifies pedagogical approaches that facilitates a learner-centred approach to language learning.</p> <p>Based on this best practice identified the learner will produce a class plan which informed by Global English.</p>
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		<p><b>Learning Outcome 8</b></p> <p>On the e-Portfolio the learners will review the complexities that teaching English as a Lingua Franca. This reflection will be based on</p> <p><b>Learning Outcome 9</b></p> <p>Reflect on importance of</p> <p><b>Learning Outcome 10</b></p> <p>Reflect on importance of</p>	<p><b>Learning Outcome 7</b></p> <p>In the applied ELT teachings tasks;</p> <ul style="list-style-type: none"> <li>• Learning needs analysis</li> <li>• Class Plan informed by Global English</li> <li>• Peer teaching session</li> </ul> <p>The learners will evaluate have effective Lingua Franca is in Pedagogical Practice</p> <p><b>Learning Outcome 8</b></p> <p>In the class presentation the complexities that teaching English as a Lingua Franca.</p> <p><b>Learning Outcome 9</b></p> <p>In the applied ELT teachings tasks;</p> <ul style="list-style-type: none"> <li>• Learning needs analysis</li> <li>• Class Plan informed by Global English</li> </ul>
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			<ul style="list-style-type: none"><li>• Peer teaching session</li></ul> <p>The learners will focus on the pronunciation elements that are essential for effective communication within Lingua Franca social situations.</p> <p><b>Learning Outcome 10</b></p> <p>In the Class Presentation learners will present how the English Language has moved beyond the Native Speaker Core.</p>
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4	<ol style="list-style-type: none"> <li>1. Reflect upon key CPD events in ELT Career and set new professional development objectives</li> <li>2. Reflect on key professional development milestones.</li> <li>3. Identify and evaluate personal learning style</li> <li>4. Establish new professional development objectives</li> <li>5. Identify key pedagogical tools required to teach international learners English</li> <li>6. Explain and analyse alternative pedagogical strategies used when teaching people Global English.</li> <li>7. Distinguish the principles that define TEFL and ELF</li> <li>8. Critique the use of such pedagogical skills in order to develop personal and professional communication strategies</li> <li>9. Explain and analyse alternative pedagogical strategies used when teaching people Global English.</li> </ol>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
		<p><i>e-Portfolio online forum in which students collaborate</i></p> <p><i>Design of effective platform to effectively show learning reflection in e-Portfolio</i></p> <p>Continuous feedback with tutors will help learners overcome issues with e-Portfolio design development</p> <p>Tutorials will review the effective learning tools required to reflect on learning.</p>	<p><b>E-Portfolio – Reflection: 60%</b></p> <p>Development of e-Portfolio that effectively ;</p> <ul style="list-style-type: none"> <li>• Reflects learning in each module,</li> <li>• Highlights key professional, development milestones,</li> <li>• Reflects on identified learning style.</li> <li>• Distinguishes the principle differences that distinguish TEFL and ELF</li> <li>• Outline the main types of Technology that are available to educators who wish to teach English as a global language .</li> </ul>
			<p><b>Learning Outcomes Covered:</b></p> <p>7,8,9,10</p>

	10. Outline the main types of Technology that are available to educators who wish to teach English as a global language.		<b>E-exploration (Walls): 30%</b>  In the E-exploration learners will identify look barriers in communication. The learners will work with a partner when drafting a proposal to overcome an identified barrier. They may suggest the use of an alternative pedagogical strategy that may be used to teach a specific group Global English. The learners will briefly outline aspects of the pedagogical strategy. The Internet research will use referencing and appropriate evaluation of the validity of online sources.
			<b>Learning Outcomes Covered:</b>  5,6
			My Professional Profile  In the e-Portfolio they will create a section called My Professional Profile this will highlight key professional achievements in the field of language education.

			<b>Learning Outcomes Covered:</b>  1,2,3,4
		<b>Learning Outcome 1</b>  Learners will give a short power-point presentation outlining key CPD- events. They will clearly outline to class peers how they overcame personal challenges to reach professional milestones.  <b>Learning Outcome 2</b>  Learners will give a short power-point presentation outlining key CPD- events. They will clearly outline to class peers how they overcame personal challenges to reach professional milestones.  <b>Learning Outcome 3</b>  Learners will complete learning style surveys to identify their personal learning style. They will compare results with peers in class and debate if these results are accurate. Learners will then	<b>Learning Outcome 1</b>  My Professional Profile learners will identity CPD events in their own ELT Career's. They will reflect on key skills and knowledge they developed to reach these milestones. They will then evaluate them current professional skill set. This will help them to set new professional development objectives  <b>Learning Outcome 2</b>  Learners will post presentation on e-Portfolio which outlines key CPD- events. They will then clearly outline to how they overcame personal challenges to reach professional milestones. In this post they will reflect on what they learnt from these experiences.  <b>Learning Outcome 3</b>

		<p>add constructive comments posts on their peer's portfolios.</p> <p><b>Learning Outcome 4</b></p> <p>Learners will discuss in class current professional development options for ELT professionals available in Ireland and further afield. They will identify areas that match their personal skill sets. This will help learners establish personal professional development objectives.</p> <p><b>Learning Outcome 5</b></p> <p>In Module 3 learners will be exposed to a range of key pedagogical tools required to teach international learners English</p> <p><b>Learning Outcome 6</b></p>	<p>Learners will research learning styles in create a post on their e-Portfolio summarising the strengths and weaknesses of each learning style.</p> <p><b>Learning Outcome 4</b></p> <p>Learners will record discussions that are held in class which highlight current professional development options for ELT professionals. They will create a personalised development framework that includes CPD opportunities in Ireland and further afield. They will identify areas that match their personal skill sets.</p> <p><b>Learning Outcome 5</b></p> <p>In Module 3 learners will be exposed to a range of key pedagogical tools required to teach international learners English</p>
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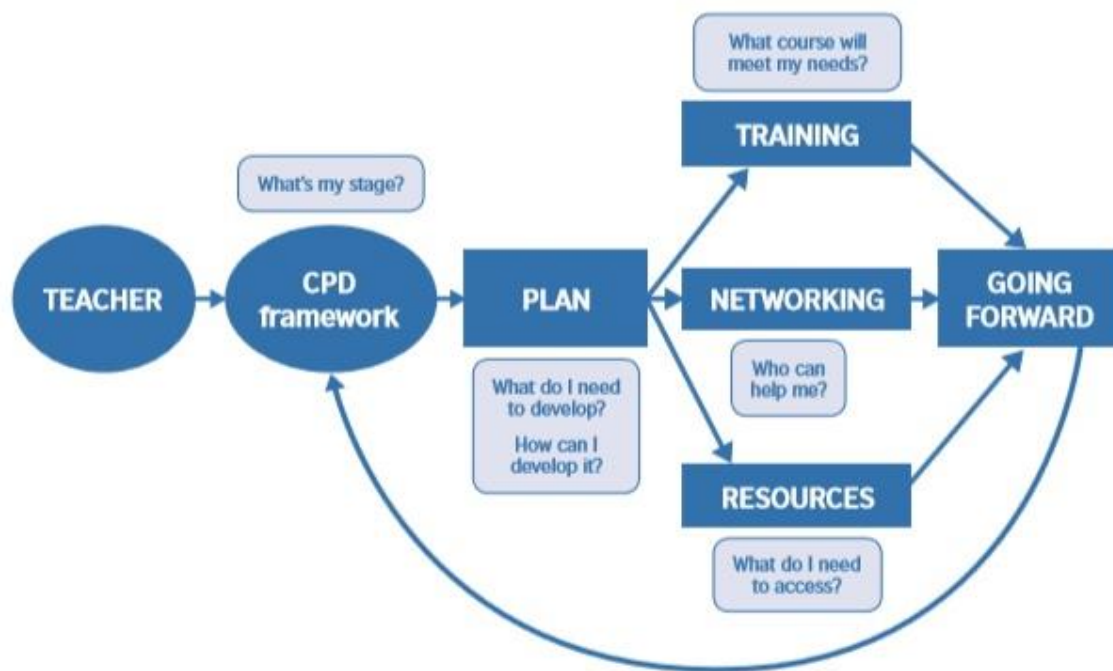
		<p>Learners will create a post on their e-Portfolio that analyses alternative pedagogical strategies used when teaching people Global English</p> <p><b>Learning Outcome 7</b></p> <p>Learners will debate in class the principles that define and differentiate Teaching English as a Foreign Language (TEFL) and English as a Lingua Franca (ELF)</p> <p><b>Learning Outcome 8</b></p> <p>Learners will create a post on their e-Portfolio that Critique the use of such pedagogical skills in order to develop personal and professional communication strategies</p> <p><b>Learning Outcome 9</b></p> <p>Analyse alternative pedagogical strategies used</p>	<p><b>Learning Outcome 6</b></p> <p>Learners will create a post on their e-Portfolio/e-exploration that analyses alternative pedagogical strategies used when teaching people Global English</p> <p><b>Learning Outcome 7</b></p> <p>Learners will write a post that clearly differentiates the pedagogical concepts that frame Teaching English as a Foreign Language (TEFL) and English as a Lingua Franca (ELF). They will highlight how English use is evolving in our globalised society. They will debate to what extent ELT educators must facilitate these changing learner needs.</p> <p><b>Learning Outcome 8</b></p> <p>Learners will create a post on their e-Portfolio that Critique the use of such pedagogical skills in order to develop personal and professional communication strategies</p>
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		<p>when teaching people Global English.</p> <p><b>Learning Outcome 10</b></p> <p>Work in teams to carry out online research which identifies the main types of Educational Technology. These technologies should be inexpensive and widely available to ELT educators. who wish to teach a second language to students who wish to access global education, training and employment</p>	<p><b>Learning Outcome 9</b></p> <p>Analyse alternative pedagogical strategies used when teaching people Global English.</p> <p><b>Learning Outcome 10</b></p> <p>On the e-Portfolio each learner will outline how they set up their teams. They will discuss any challenges they faced working with class peers.</p> <p>They will go on to outline what research was done online identify the main types of Educational Technology. They will then outline one technology that they feel is effective for ELT educators working within a Lingua Franca Framework.</p>
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## Appendix 6.1 ELT Professional Development Path

An important part of CPD is having a recognised framework of stages and pathways through which you can progress. This process can be represented in the following way;



(British Council 2012)

The British Council break the CPD development of ELT professionals into six stages.

Stages			
Inexperienced teachers	1 Starting	Learning the principles	You are studying for your initial certificate and planning your first job in English language teaching.
	2 Newly qualified	Putting principles into practice	You have an initial qualification and are in your first years of teaching, putting the principles you've learned on your course into practice.
Teachers with experience	3 Developing	Building confidence and skills	You are a TEFL-I certificate qualified teacher with several years experience, possibly taking a TEFL-Q qualification.
	4 Proficient	Demonstrating confidence, experience and reflection	You are a TEFL-Q diploma qualified teacher.
Teachers progressing into more advanced roles	5 Advanced	Exemplifying good practice	You are a highly-experienced TEFL-Q diploma qualified teacher, who may be taking on further responsibilities and roles, for example as a senior teacher or a mentor.
	6 Specialist	Leading and advising	You have taken on leading and advising roles, such as director of studies, teacher trainer, materials writer, inspector.

This course has been designed for professionals at stage 5. At this stage, the ELT educator exemplifies good pedagogical practice. They are leaders and advisors in their academic departments. These educators have reached out for more advanced roles in their organizations. They are important mentors for inexperienced teachers who have little ELT classroom experience.

Stage 5: Advanced – Exemplifying good practice	
At this stage the educator will have some of these characteristics	<p>Highly experienced qualified teacher</p> <p>Work in a senior ELT teaching role.</p> <p>Have a CPD qualification in ELT/TEFL and possible an Applied Linguistics Masters.</p> <p>Are competent, confident and creative as a teacher.</p> <p>Demonstrate advanced knowledge and skills in particular areas of interest.</p> <p>Keen to take on new challenges, roles and responsibilities.</p> <p>Are able to support other teachers.</p> <p>Actively maintain your professional development through a range of activities, and by keeping up-to-date with new developments, through publications, websites, and teacher networks.</p>
The Educator may have some of these needs and goals	<p>Better rewards and more responsibilities</p> <p>Job security</p> <p>More respect in the profession</p> <p>Getting a higher level qualification</p> <p>Improving your range of skills</p> <p>Personal development (assertiveness, flexibility)</p> <p>Specialising – in Young Learners (YLs), business, IT etc.</p> <p>Becoming a senior teacher</p>

	Becoming a better manager.
Required progress at this stage	<p><b>You may need to develop your ELT skills in these areas:</b></p> <p>Teacher training skills</p> <p>Delivering workshops</p> <p>Mentoring skills</p> <p>Syllabus writing skills</p> <p>Research skills.</p> <p><b>You may also need to develop other skills:</b></p> <p>Computer skills</p> <p>Managerial skills</p> <p>Public speaking</p> <p>Pastoral care</p> <p>Time management</p> <p>Customer service skills</p> <p>People and team management skills</p> <p>Financial skills</p>

	<p>HR training</p> <p>Business understanding</p> <p>Project management skills.</p>
Priority focus for your CPD activity at this stage	<p>Identifying clear goals and planning CPD towards those goals.</p> <p>Taking more leading roles as a professional, e.g. leading development sessions, speaking at conferences.</p> <p>Shadowing others in roles you'd like to develop in.</p> <p>Exploring the classroom through research and other means.</p>
Going forward	<p>You move on to the next stage when you take on a specialist role full-time, such as trainer, materials writer, manager.</p>

Adapted from (British Council 2012)

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